

**PARENTS' PARTICIPATION IN THE IMPLEMENTATION OF DIVERSION
PROGRAMMES: SUGGESTIONS FOR PROBATION PRACTICE**

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Submitted in accordance with the requirements for the degree of

MASTER OF SOCIAL WORK

in the subject

SOCIAL WORK

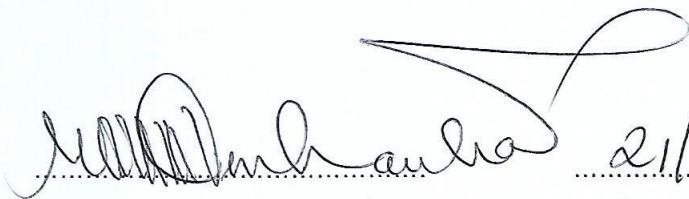
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DECEMBER 2020

DECLARATION

I MAGALA ERICK MASHAMBA Student Number: 36496081 hereby declare that **“Parents’ participation in the implementation of diversion programmes: Suggestions for probation practice”** is my own original work and I have not previously entirely or in part submitted it for obtaining any qualification whatsoever at this university or any other university and that all sources used were acknowledged through complete references.



.....

MASHAMBA MAGALA ERICK

21/12/2020

.....

DATE

DEDICATION

This work is particularly dedicated to my wife for her patience, sacrifice, encouragement and understanding while I had to abdicate family duties and responsibilities in favour of embarking wholly on this prestigious journey. Thank you for being selfless, therefore, this work is yours too. This work is also especially dedicated to my sons, Amilcar, Austin, Vhugala, and Ramakata, as well as my only daughter Mbofholowo Tshiwela Mashamba.

ACKNOWLEDGEMENTS

I wish to thank and express my sincere gratitude to the following persons whom without them this study would not have been possible:

First and foremost, I am deeply indebted to my wonderful wife, Tsakani Joyce Hlungwani, for her encouragement, patience and understanding when I was also married to my career. I am also profoundly grateful to our four sons and a daughter.

I am extremely grateful to my mother, Johanna Mashamba, for giving me life and raised me single parentally but yet ensured that I become well established academically although you were an ordinary farm labourer.

Most sincere gratitude is extended to my supervisor, Dr Malesa KJ, for his unwavering support, persistent encouragement and expert professional guidance. I am very much indebted to you for you had to sacrifice and spend sleepless nights for this project to be successful.

I am grateful to my research colleague Mr Mareda AG and fellow colleague at Department of Social Development Mr Shotheli AB and Mr Nemataheni ME for academic assistance and advice especially when I got stuck.

I owe much gratitude to my late paternal grandmother one Matsie Lebea-Mashamba for her immense capacity to raise me and my brother Harry while my mother was called by duty at ZZ2 farms.

I owe much thanks to my paternal uncle Dobani Josias Mashamba "Rovers", it will be an injustice not to acknowledge you as you are an icebreaker in terms of enlightening the whole family academically. Thank you for being a guiding torch, you are forever revered.

I owe much thanks to Dr LMP Mulaudzi for editing my work.

I am indebted to Mr Rofhiwa Lybon Khangadela for his technical assistance.

I would like to thank my study participants who willingly shared their time to talk to me. I am humbled by your honesty and eagerness to share your experiences with me.

Above all, I wish to thank Almighty God for having given me strengths, wisdom and protecting me throughout this academic expedition. You are truly a living God. Amen.

Abstract

Throughout the world, the need to protect children's rights has proliferated through international conventions and national laws, therefore, parents add immense value as participants in diversion programmes. The dearth of research studies on parents as participants in diversion programmes is documented internationally and in South Africa. This is an exploratory-descriptive- contextual and phenomenological study that is steeped in qualitative research approach. The study was guided by Risk-Need Responsivity Model for offender assessment and rehabilitation (Bonta & Wormith, 2010).

Data collection was done through semi-structured, face-to-face interviews. Snow-ball and purposive sampling were used. Prior to actual data collection, pilot testing was conducted to determine the validity and reliability of the data collection tool. Data was analysed through thematic content in accordance with Creswell's (2014:196) six steps of data analysis and verified according to Lincoln and Guba's model of 1994 and Yin's 2018 model.

In order to ensure adherence to ethical prescripts, the following were applied throughout the study; informed consent, confidentiality, anonymity, beneficence, management of information and debriefing. The key finding is that parents are not involved in the diversion programmes. This study will close literature gap whilst it recommends development of policy guidelines for parental involvement in diversion.

Key concepts: child, diversion, child in conflict with the law, probation officer, diversion programme, parent

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LIST OF ACRONYMS AND ABBREVIATIONS

CJA	Child Justice Act
CJC	Child Justice Court
CJS	Criminal Justice System
CRC	Convention on the Rights of the Child
DPP	Director of Public Prosecutions
DSD	Department of Social Development
FGC	Family Group Conference
PO	Probation Officer
PI	Preliminary Inquiry
PP	Public Prosecutor
UNCRC	United Nations Children's Rights Committee
UNISA	University of South Africa
VOM	Victim Offender Mediation
CJS	Criminal Justice System
PCMS	Probation Services Case Management System
UNISA	University of South Africa

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter covers a detailed account of the study on “parents’ participation in the implementation of diversion programmes: Suggestions for probation practice”. It also provides the background, problem statement, rationale, a brief outline of methodological approach and design, as well as the structure of the study.

1.2 BACKGROUND TO THE STUDY

Diversion has roots in ancient systems of justice that viewed crime as an injury more to the victim than to the government. An ancient Sumerian code (C 2050 BC) and the code of Hammurabi (C1700 BC) required restitution to the victim or family, even in the case of violent offences (Allen & Sweeney, 2010:331). According to Lawrence and Hesse (2010: 225), the origin of probation services dates back to 1841 when John Augustus of Boston persuaded a Judge to release an offender to him for supervision in the community rather than sentencing him to prison. Diversion is rooted in this traditional approach wherein two conflicting parties are brought together before a traditional leader with the sole aim of helping them to forgive each other. In addition, Allen and Sawhney (2010:331), contend that children’s court continues to use diversion procedures wherein children are not taken to formal court. Allen and Sawny (2010:331) further indicate that the child in conflict with the law remains in the community under the care of their parents.

As a starting point to parents’ participation in the implementation of diversion programmes, it is worth defining the concept diversion while its scope is discussed. Different authors define the concept diversion in different ways. For example, diversion is defined as the channelling away from the formal courts into re-integrative programmes that make children accountable for their actions (Nair, 2017:14). On the other hand, Joubert (2017:79) refers to diversion as the procedures and methods through which children in conflict with the law are not subjected to criminal trial, whether partially or as a whole, temporarily or permanently. Even though there is no universal definition, Weru (2013:9) is in agreement with Joubert, (2017) that diversion

is a process, and defines diversion as a process whereby children in conflict with the law are dealt with outside the formal criminal justice system and in a particular manner different from the formal juridical processes. According to Byrne and Case (2016:10), diversion is a system management technique, along with a range of partnership activities and decision-making gateways designed to manage the system in line with the principles of minimal and appropriate child-friendly intervention. The researcher therefore, views diversion as an intervention that plays an integral part in the lives of children in conflict with the law.

Diversion of children in conflict with the law from normal court processes is acknowledged as a global intervention remedy that seeks to stem criminality across the globe. In Sweden, as elsewhere, diversion as a crime prevention strategy has emerged and is gaining a wide appreciation among those working in the area and in order to be successful, parental involvement and training is recommended (Hau, 2010:24). Similarly, according to Cushing (2014:1), in England and Wales diversion from formal criminal proceedings is also implemented but only on condition that a child in conflict with the law admits having committed the said offence and parents are entitled to attend diversion programmes and they help bring a greater degree of clarity regarding the child (Dickens, Masson, Young, & Bader, 2013). In mainstream education, good results are yielded due to parents-teachers collaboration. It has been a cultural tradition in China and America that teachers work closely with parents, consequently, these engagements proved effective in tightening the links that bind the school and the family (Fan & Williams, 2009; Wilder, 2014; Wei, 2016).

The benefits of parental involvement are notably, opportunities for success among children, it helps children to grow up to be productive responsible members of society and promotes better behaviour and social adjustment (Spungan & Spungan, 2014). This could be escalated into Child Justice System. In the United States with particular attention to Washington, DC, Virginia, and Maryland, parents are obliged to participate in diversion programmes by prescripts (Harvell, Hendey & Rodas, 2004). According to United Nations (UN) (2016) diversion of children in conflict with the law internationally is backed by various international legislative frameworks such as:

- The United Nations Standard Minimum Rules for the Administration of Juvenile Justice of 1985 also known as the Beijing Rules.
- Convention on the Rights of the Child of 1989.
- Geneva Declaration on the Rights of the Child of 1924.
- The Declaration on the Rights of the Child of 1959.
- International Covenant on Civil and Political Rights of 1966
- United Nations Minimum Rules for Non-Custodial Measures of 1990 also known as the Tokyo Rules.
- International Legal Protection for Child in Conflict with the Law.
- Guidelines for Action on Children in Criminal Justice Systems of 1997 also known as the Vienna Guidelines.
- The United Nations Rules for Juveniles deprived of their Liberty also known as the Havana Rules.
- The United Nations Guidelines for the Prevention of Juvenile Delinquency of 1990 also known as the Riyadh Guidelines.
- United Nations Charter on the Rights of the Child.
- The Mandela Rules of 2015

Diversion of children in conflict with the law is also receiving attention in Africa. Consequently, African Charter on the Rights and Welfare of the Child (1999) was established for member states to refer as guidelines when enacting their national prescripts. However, in Namibia, Nigeria, Kenya and Zambia, the extent to which diversion programmes are presently implemented is sketchy, mainly due to the dearth of trained and qualified personnel to collect and collate the reports needed by the child justice courts although the said countries ratified the United Nations Charter on the Rights of the Child (Obidimma, 2012; Weru, 2013; Muyobela, 2016; Martin, 2017:4). Thus, ideally, the procedures and infrastructural facilities for the administration of the law are fundamentally the same for both adults and children despite the recognition that children deserve special care and treatment.

South Africa is no exception in terms of the implementation of diversion of children in conflict with the law. Interestingly, in South Africa, diversion is rendered based on

international obligation, constitutional and legal mandate as well as policies and programmes that inform the Department of Social Development in the provision of services. Therefore, it is worth to note that South Africa has a relatively comprehensive legal framework underpinning Child Justice, however, a few policy and legislative gaps exist in terms of how to involve parents and what their roles are in the implementation of diversion programmes. In this regard, this study focuses on parents' participation in the implementation of diversion programmes. Available research studies on diversion focus on the impact and effectiveness as well as programme needs of diversion programmes amongst children in conflict with the law meanwhile there are no studies that specifically focus on parents' participation in the implementation of diversion programmes. The involvement of parents in diversion programmes is further recommended by Kleinhans (2013:46) and Abdulla and Goliath (2015)'s studies conducted in South Africa which emphasise that more positive impact could be achieved while compliance is encouraged. Moreover, Abdulla and Goliath (2015:118) suggest that The National Institute for the Crime Prevention and Rehabilitation of Offenders (NICRO) programmes should include parents in more sessions, provide after care services and form partnership with parents in monitoring the diverted children's progress during and after completion of programmes. Parents-child relationship is pivotal; therefore, parents should always support their children in whatever situation.

Many children who commit crime as suggested by Dlamalala, (2018:4) grew up in broken homes and in families with relationships problems. For this reason, it is evident that there is a relationship gap between parents and their children and as such parental involvement becomes a challenge when children in conflict with the law are expected to undergo diversion programmes. Dlamalala (2018:4) further points out that diversion protects children from abuse and victimisation by inmates in correctional facilities. In a bid to protect such children from abuse and victimisation, the children in conflict with the law are released into the care of their parents or caregivers. However, in most cases, parents are not engaged in the process of their children's diversion as this task and undertaking is thrust into the hands of probation officers.

Diversion has been considered the best intervention remedy for dealing with children's criminality. Section 28 (2) of the Constitution of South Africa (Act No.108 of 1996) states that a child's best interest is of paramount importance in every matter concerning the child. This constitutional section also binds the parents. Section 28 (1) (b) further indicates that every child has the right to family care or parental care or appropriate alternative care when such a child in conflict with the law is removed from the family environment. Section 18 of Children's Act (2005:38), obliges parents to take responsibility in terms of caring and supporting their children. In this regard, children who grow under a warm and loving environment or a home wherein parents are concerned or fully involved in the lives of their children upbringing, such children are likely to have good morals and values and they are also likely to succeed in life.

In accordance with Section 51 of the Child Justice Act No. 75 of (2008: 69), the objectives of diversion are designed to deal with children outside the formal criminal justice system in appropriate cases, encourage them to be accountable for the harm caused, meet the individual needs of the individual child, promote the integration of children into their family and community, provide an opportunity to those affected by the harm to express their views on its impact on them in order to:

- encourage the rendering to the victim of some symbolic benefit as compensation for the harm;
- promote reconciliation between the child and the person or community affected by the harm caused by the child;
- prevent stigmatization of the child and prevent the adverse consequences flowing from being subject to the criminal justice system and;
- Reduce the potential for re-offending, prevent children from having a criminal record, and promote their dignity and well-being, and the development of their sense of self-worth and ability to contribute to society.

The Department of Social Development introduced various diversion programmes in an effort to rehabilitate (therapeutic) and empower (Life skills) children in conflict with the law. Eight programmes in total were introduced and the table below categorises

them in terms of life skills programmes, therapeutic programmes, aftercare programmes and sexual offenders' programmes

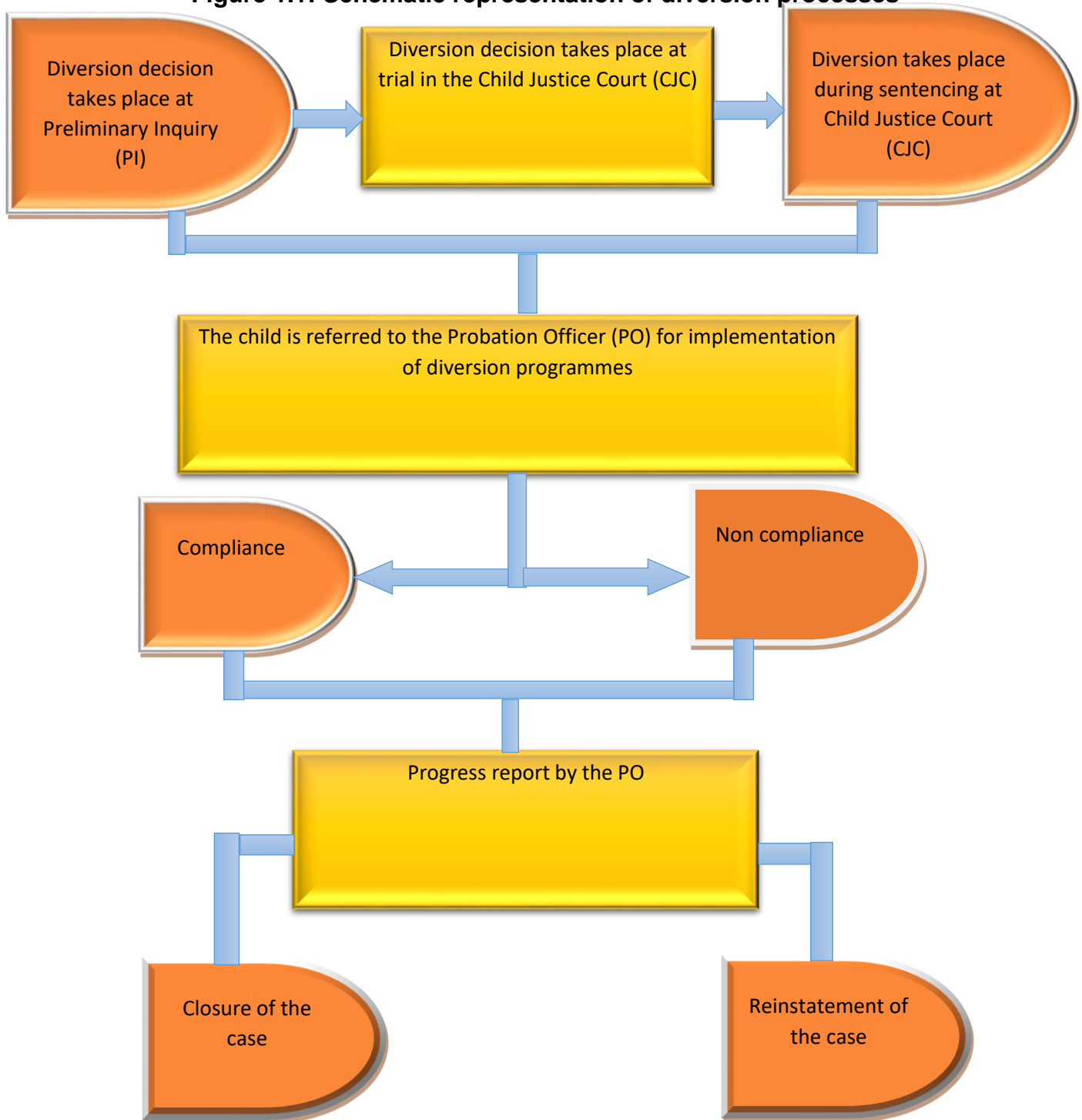
DSD-DIVERSION PROGRAMMES			
Life skills programme/s	Therapeutic	After-care	Sexual Offender
Rhythm of Life	In the Mirror	Planting Hope	I am me.
Wakeup Call,			
Stop to start,			
Reverse your thinking,			
Playing through the forest			

Table 1.1: DSD diversion programmes

The programmes above have been adding value in the lives of children in conflict with the law. However, non-involvement of parents in their children's diversion programmes seems to be delaying the progress in achieving the complete non-involvement of children in criminal activities.

The involvement of parents in the diversion of their children is quite critical, however it will be essential for parents to understand the process even before they engage themselves in the process in support of their children. The below schematic representation illustrates how diversion processes unfold from the beginning until the programme is successfully completed.

Figure 1.1: Schematic representation of diversion processes



The diagram above (Fig1.1) depicts how decisions on adopting a diversion programme in the South African context takes place. It takes place at the Preliminary Inquiry (PI) as a diversion option, at trial also as a diversion option and during sentencing as a sentencing option.

The direction followed in the diversion programme is the prerogative of the Public Prosecutor (PP) and/or the presiding officer of the Child Justice Court (CJC). Section 28 (2) of the Constitution of the Republic of South Africa (1996) states that a child's best interests are of paramount importance in every matter concerning the child and these interests should be given the priority. Thus, children in conflict with the law still need the support and involvement of their parents even though they are on the wrong side of the law. Child Justice Act (Act No. 75 of 2008) requires that children in conflict with the law should undergo diversion programmes for deserving offences. This Act makes provision for the protection of children's rights, the responsibilities of the probation officer (PO), the assessment of children and their diversion away from court procedures. Diversion virtually seeks to entrench restorative justice.

This approach informs national criminal justice thinking and strives to shift away from the punitive approach of the past, which relied heavily on incarceration. The approach further indicates that the child in conflict with the law remains in the community under the supervision of a representative appointed by a court, preferably a parent to whom the child is free to express his/her views. Although previously role players in the child justice system (CJS) were clueless on the effective ways of addressing child criminal behaviour, the political dispensation in South Africa brought some insights regarding how best children in conflict with the law could be dealt with.

Diversion programmes should, where possible, involve parents, appropriate adults or guardians. According to Wood as cited by the Department of Social Development (2010:9), the South Africa democratic government in 1994 called on all sectors of society to revisit policies and approaches in demonstrating a commitment to transformation and change. Diversion services to children in conflict with the law have continued to be provided in the absence of a regulating framework. The Department of Social Development (2010:9) further indicates that due to lack of legislation, growing demand and quality concerns, minimum standards for diversion were developed.

According to Steyn (2010:9), diversion of a child in conflict with the law is a complex matter and could be investigated from different angles which include policy making, conceptualisation of diversion programmes, legal and referral practices and implementation and monitoring of diversion services. The family is understood as the

cradle of behavioural problems, therefore, parents should always be involved in the entire process of diversion. Frank and Maaki (cited by the Department of Social Development, 2011:31), posit that the pre-trial diversion from the criminal justice system has been part of the South African criminal landscape, particularly for children, since the early 1990s.

The Department of Social Development (2010:30), contends that diversion services and programmes provided to children at risk and in conflict with the law should be holistic, inter-sectoral and delivered by an appropriate multidisciplinary team of professionals and other interested parties such as parents and community structures wherever possible. This diversion process is critically hinged on the participation of the parents of the child in conflict with the law. Diversion plays an integral part in the lives and development of children in conflict with the law. In this study the researcher strives to develop an in-depth understanding of parent's participation in the implementation of diversion programmes.

According to Patel (2015:237), in order to divert children in conflict with the law away from formal court procedures with or without conditions, the Child Justice Act No. 75 of 2008 proposes an assessment process, and, where diversion is appropriate, a range of diversion options should be considered and a special programme developed (see table 1.1) and implemented for the child. Patel (2015), adds that the rationale for a special programme on children in conflict with the law is that they are minors whose parents are supposed to care for them, supervise and protect them. Diversion options may include a formally structured diversion for children and parents. Dreyer (2012:88) recommends that parents need to be engaged in the lives of their children, know who their friends are and the type of activities they are engaged in. This vigilance may help parents in monitoring their children's involvement in criminal activities. It is evident that parents need to be roped in during the implementation of diversion programmes but currently it seems they are thought to be of less or no value. The roles of parents are not articulated in legislation, however, despite this oversight, parents express a need in managing their children and the study findings by Abdulla (2019: 361) recommend that parents should be included as participants not only in diversion programmes but also in legislation and policy development. Interestingly, once parents are party to the

implementation of diversion programmes, the more children are anticipated to complete the said programmes without hindrance.

Some parents contribute directly or indirectly towards children's misdemeanour. For this reason, it is the duty and responsibility of probation officers to ensure that services that are inclusive of effective parenting skills are rendered to parents of children in conflict with the law. Home Based Supervision as one of the intervention remedies in terms of diverting children in conflict with the law is crucial, therefore a joint venture including parents as parents are better positioned to do that as they spend a considerable amount of time with children than any other person. Home Based Supervision is defined in terms Section 1(c) of Probation Services Amendment Act No35 (2002) as supervision under certain conditions wherein an arrested, accused, convicted, or sentenced child in the care of his/her parents or guardians or in the custody of any other person is monitored by the assistant probation officer. It requires parents to shoulder such responsibility in terms of imparting various life skills programmes.

Parenting is not always easy, and the role comes with a lot of life challenges. Some parents may need professional support and intervention in terms of child-rearing, especially where children manifest behavioural problems and are in conflict with the law. It is quite evident that the manner in which children are raised has a very significant impact on their behaviour and relationship with others. Parenting styles also contribute to how the child relates to others and responds to any challenges. The industrious involvement of parents from the earliest possible time of the child's contact with the system, whether as recipients, extenders, or management of services is considered crucial (Burke, Mulvey, Schubert & Garbin, 2014:39). Implementation of diversion should be holistic. According to Abdulla and Goliath (2015:63), parents play a critical role in guiding and monitoring adherence to accepted norms by those children in conflict with the law. They further indicate that parents' failure to fulfil this role could lead to children becoming vulnerable to alternative influences which, in turn, could contribute to their involvement in anti-social behaviour. On the other hand, effective supervision and parent-child relationship promote a child's self-esteem and self-worth, it also gives them hope for better future (Hargovan, 2013:94).

Parents could either directly or indirectly damage the potential of these children's future. Many children grow up in unsafe and no-nurturing environments. The studies by Kleinhans (2013:46) and (Hargovan, 2013:32), explain that parents, appropriate adults or guardians should be involved in diversion programmes so that more impact is achieved and positive values and morals are instilled in children in conflict with the law. Additionally, parents' involvement is sought to encourage compliance and prevents reoffending among children in conflict with the law (Els, 2012:107; Abdulla, 2014:117).

As an intervention strategy, Kleinhans (2013) and Abdulla (2015) suggest that NICRO and Khulisa programmes should include parents in more sessions as they are presently only involved during the first and the last sessions, provide after care services and form partnership with parents in monitoring diverted children's progress during and after completion of diversion programmes. According to (Ambrosino, Hefferman, Shuttlesworth & Ambrosino, 2012: 302) parents are engaged in parenting education classes that focus on how to deal with children in conflict with the law and basic developmental stages as well as alternative methods of child rearing. Maluleke's (2014:36) findings recommend that parental involvement, as important it is in education, should also extend to all spheres of government. Probation services seek to rectify disruptions and dysfunctions in the families of children in conflict with the law, as such, they want the involvement of parents to be considered throughout the entire diversion process.

To the best of the researcher's knowledge, from various recent and relevant literature there is a serious need for the adequate and rapid implementation of diversion programmes involving a wide range of significant stakeholders, particularly parents. Principally, the researcher is of the opinion that the involvement of parents is essential since, the child in conflict with the law and facilitators had put a lot of efforts in the programme and had made progress but the child is then sent back home to an unchanged home setting and ineffective parenting skills. This hinders or even reverses the gains made and effectiveness of diversion programme.

The study sought to develop an in-depth understanding of parents' participation in the implementation of diversion programmes and to proffer suggestions on how parents could be involved in the implementation of diversion programmes.

In light of the above discussion, in the next section the researcher discusses the problem statement.

1.3 PROBLEM STATEMENT

The problem statement is the most challenging task in any research as it is the genesis of the research study. The formulation of a research problem refers to articulation of the conundrum that a researcher experiences in either a practical or theoretical situation context and for which the researcher seeks to obtain a solution (Akhtar, 2014:1211). Thus, the problem statement should identify gaps in the phenomenon under study. Here, the researcher must formulate a researchable problem in a scholarly process. Kumar (2019:94), asserts that the formulation of a research problem is the most important step in any research process. Akhtar (2014:1213), further suggests that the formulation of the research problem is the first step in a scientific inquiry, and as such, it should be sufficiently interrogated and defined. He likens the formulation of a research problem to the identification of the destination, including all the steps taken along the trip not yet undertaken. The formulation of a research problem is like the foundation of a house (Kumar, 2019:81). It is evident that the formulation of the research problem is not a static moment, but rather a process that characterises the entire research journey. The research problem is a guiding torch that assists the researcher to stay focused in the entire process and it is the main reason for the study to be conducted.

In the context of this study, the problem is non-participation in the implementation of diversion programmes amongst parents of children in conflict with the law. In this regard, non-involvement of parents is an impediment with regard to proper implementation of diversion programmes for children in conflict with the law. In exploring the topic, the researcher embarked on a series of discussions with Probation Officers and the feedback was encouraging with indication that the topic of interest is indeed an unexplored phenomenon. Probation officers attested that parents are not

involved in the diversion programmes and this impacts negatively on the effectiveness of the diversion programmes. Although a wide range of research publications investigated extensively about diversion, the researcher attempted unsuccessfully to find a study concentrating on parents' participation in the implementation of diversion programmes during literature search. To a great extent, the researcher has been compelled to undertake this study by the fact that parents are not involved in the implementation of diversion programmes in Vhembe District. Studies by Kleinhans (2013:195) and Abdulla (2014:118) recommended that parents should be involved in diversion programmes from the start until the end. The study by Abdulla (2014) further indicates that NICRO and Khulisa diversion programmes involve parents only during the first and the last sessions. To the best of the researcher's knowledge, parents should be engaged throughout the entire process in order to be able to provide monitoring and support. Thus in order to monitor intervention provided with diversion programme, it is important to have cooperation and support of parents or carers of the child (Diamond, 2016:84). From the perspective of the Department of Social Development, there is no clear defined policy on how parents should be involved apart from featuring during Preliminary Inquiry and during sentencing. It is on this basis that the researcher realised a need to develop an in-depth understanding on how parents can participate in diversion programmes and to also proffer suggestions on how to engage parents in participating in diversion programmes. Child Justice Act 75 of 2008 is also silent on the roles and responsibilities of parents during the implementation of diversion programmes.

1.4 RATIONALE FOR THE STUDY

A rationale for a study serves as a statement of how a researcher develops an interest in a particular topic and exactly why a researcher believes the study is worth conducting (Maree, 2016:30). In simple terms, rationale for the study refers to what motivates the researcher to undertake a specific study. The rationale, according to Creswell (2018:102), provides a systematic justification of the extent of the research problem, its pervasiveness and relevance in the current matrix of other social and experiential problems. The interest to undertake a study can stem from simple

curiosity, from hunch or an intuition, personal experience, professional experience or involvement in the area (Blaike & Priest: 2019).

In the context of this study, three key factors aroused the researcher's interest to take this enormous decision to conduct the research study. Firstly, there is knowledge gap regarding parents' participation in the implementation of diversion programmes. Various studies on diversion programmes were conducted in South Africa and abroad but did not focus on parents' participation and/or point to the non-involvement of parents in the implementation of diversion programmes. For example, experiences of parents whose children have completed a diversion programme (Mankayi, 2007), the study on the approaches to diversion of child offenders in South Africa (Steyn, 2010), child diversion minimum standards in Western Cape (Berg, 2012), youth diversion for first time offenders: A view from primary caregiver and family members, (Els, 2012), Diversion of children in conflict with the law, the diversion of young offenders, (Hargovan, 2013), Views of social workers on diversion programmes for juvenile delinquents (Kleinhans, 2013), parents' experiences of monitoring their adolescents' compliance with diversion orders (Abdulla & Goliath, 2015, Abdulla; 2014), the role of a probation officer in the protection of children in conflict with the law (Dlamalala, 2018), and a co-constructed model practice model for supporting parents of children in conflict with the law (Abdulla, 2019).

Based on the above, to the best of the researcher's knowledge, a majority of well-crafted studies were conducted in South Africa, but they did not get to the heart of why parents are not participants in the implementation of diversion programmes, what their roles are and how they could be involved in diversion programmes. The second factor that stimulated the researcher's interest was that he has been rendering probation services for the past seventeen years, and he observed that parents are not involved in the implementation of diversion programmes. Therefore, the researcher noticed that diversion programmes do not fulfil their purpose because of lack of parental involvement in the entire process.

Thirdly, the researcher's quest to undertake this study was further stimulated by the benefits the study is anticipated to yield. Thus, benefits are thought to be accrued by policy makers who, upon publication of the study can review and revise policies and

probation practice. The Department of Social Development, researchers and institutions of higher learning will benefit in terms of broadening the structures and strictures of this rehabilitation trajectory focusing on children in conflict with the law. For this reason, the researcher found it befitting to contribute scientifically in the improvement of the implementation of diversion programmes.

The previous section presented the rationale for the study while the next introduces the theoretical framework and further discusses the Risk-Need Responsivity Model for offenders' assessment and rehabilitation which is the theory that underpins the study.

1.5 THEORETICAL FRAMEWORK

In explaining theoretical framework, Salkind (2014:27), suggests that theories explain a natural or social behaviour or event or phenomenon and offer insights into why things happen, rather than just describe or predict. He further mentions the following attributes of a good theory: logical consistency, explanatory power, falsifiability and parsimony. There are a number of theoretical frameworks associated with children in conflict with the law, namely, The Need-Risk-Responsivity Model (RNR) (Andrews, Bonta & Wormith, 2010), differential association theory, social learning theory, social cognitive theory and learning theory (Moore, 2011:227). There are significant benefits of using theories in research (Salkind, 2014:28):

- Theories provide the underlying logic on the occurrence of natural or social phenomenon by explaining the key outcomes of target phenomenon and why and what underlying processes are responsible in driving that phenomenon.
- They aid in sense-making by helping us synthesise prior empirical findings within a theoretical framework and reconcile contradictory findings by discovering contingent factors influencing the relationship between two constructs in different studies.
- Theories provide guidance for future researchers by identifying constructs and relationships that are worthy of further research.

- Theories contribute towards cumulative knowledge building by bridging gaps between other theories and by interrogating existing theories and re-evaluating these in a new light.

The study used only Risk-Need-Responsivity model (RNR) to guide the ways in which diversion programmes could be effectively implemented.

1.5.1 RISK-NEED-RESPONSIVITY MODEL (RNR) FOR OFFENDER ASSESSMENT AND REHABILITATION

The Need-Risk-Responsivity Model (RNR) according to Andrews, Bonta and Wormith (2010), has been widely regarded as a premier model for guiding children in conflict with the law's assessment and treatment.

Andrews, Bonta and Wormith identified three principles for effective rehabilitation:

- **Risk Principle:** Here, the Probation Officer is required to match the level of the programme intensity to children in conflict with the law, thus high risk level intervention for higher risk children and minimal intervention for low risk children in conflict with the law. Parents as participants in diversion programmes were relevant as they will update the Probation Officer even about incidences which might be unreported. This theory was applied in order to help the Probation Officer and parents deal with a particular child with familiarity of the risk factors.
- **Need Principle:** In terms of this principle, the Probation Officer should target needs of the child in conflict with the law that are functionally related to criminal behaviour. This can be done through assessment of the child in conflict with the law before implementation of a diversion programme. The theory was considered to also assist the child to be placed at an appropriate programme. Again, the needs of the child in conflict with the law that are contributory to criminal behaviour could only be corroborated by parents. For instance, if the family's economic status is below normal means of living, parents are of assistance thus far, then the economic set up should be targeted for intervention (Andrews & Bonta:45). This principle describes what should be treated.

- **Responsivity Principle:** This Principle requires the Probation Officer to match learning style and abilities of the child in conflict with the law when deciding on the intervention strategy. The child's ability and scholastic performance can only be clarified by parents and this also assist the Probation Officer in determining a proper and effective diversion programme.

This model further strongly emphasises the fact that children in conflict with the law should be placed in diversion programmes based on their needs as opposed to blanket approach of one size fits all. The researcher concurs with this assertion as mixing the low risk with the high risk children is more likely to propel those at low risk to be at par with the high risk. The RNR centres on building strengths and rewarding noncriminal alternatives to the risk factors that are favouring criminal activity.

Motivation is also a primary aspect of specific responsivity. The RNR stresses the importance of a healthy relationship amongst parents and their children. Parents of children in conflict with the law need to be empowered and capacitated in order to be able to deal with these children. This assistance is not necessarily supposed to be provided by Probation Officers and/or Department of Social Development but should be inclusive of all relevant stakeholders including parents. This theory expounds how parents are a relevant stakeholder in the implementation of diversion programmes. Interestingly, this theory is based on the future needs of the child in conflict with the law, prevention of further risks and how the child could respond to any challenge in life without resorting to criminal activities as two wrongs do not make a right. It also emphasises to parents and all interested parties that a child is still a child although is on the wrong side of the law.

The next discussion focuses on the research question, research goals, and the objectives of the study.

1.6 RESEARCH QUESTIONS, PURPOSES AND OBJECTIVES

1.6.1 Research questions

A research question is the broad, general question to which the researcher seeks answers (Maree, 2016:8). Wildemuth (2017:13), states that the first, and most important step in conducting a research study is to define the research question. The research question, according to Maree (2016:2), is important because it is specific and directs the researcher to focus on what is to be studied. Akhtar (2013:1213), indicates that research questions constitute the most critical element of any research. Williams, Tutty and Grinnell (in Grinnell and Unrau, 2010:28), postulate that a good question must be relevant, researchable and ethical.

Maxwell (2013:73), asserts that a research question specifies what the researcher wants to understand in undertaking a study. According to Dahlberg and Mccaig (2010:179), it is important to keep the research question at all times and know as well as understand the simplest way to find an answer. For Punch as cited by Wildemuth (2017:15), a well stated research question shows what data is required to answer it. The main function of research question is to define the scope of research i.e. to determine what is to be studied and the extent to which it will be studied (Akhtar, 2014:1213). In this regard, research question is the cornerstone of every research study as the broader question that seek answers culminate into a research problem, resulting in the need for scientific inquiry.

Maree (2016:4), outlines the following attributes of a good research question:

- Concise: it is short and to the point. It should be stated in a cogent and specific way. It should also focus on the issue of interest.
- Clear: It is unambiguous. It leaves no doubt as to what is being proposed for study. It is understood even by non-specialists and does not require further explanation.
- Operationalisable: It can be executed in practice. When the question is operationalisable, it is unarguable that such a study is reasonably feasible to implement.

- Open ended: It is posed in a style that suggests no obvious answer. A good question therefore lacks bias and allows for significant results to emerge from the study.
- Elegant: It is posed simply and yet in a parsimonious manner.
- Timely: It is a mark of a good question that it addresses some pressing issues of importance at all times.
- Theoretically rich: A good research question should lead to other questions, thus it should from the scratch raise and generate other interesting research questions.
- Puzzle features: Addresses a phenomenon in which the answer is not clear cut. It evokes attention. It also speaks to a question which scholars are willing to find answers.
- Self- Explanatory: A good research question should not be vague, thus speaks for itself. A good question need not to be elaborated. It should excite the reader from the onset.
- Grammatically correct: It is careful to precision of grammar. A good researcher is meticulous in word use.

From what has been observed in various research studies, the research question should speak to the research design and the title of the study. A research question should not be confused with the specific questions developed as part of an interview schedule or survey and be targeted at certain groups of respondents (Dahlberg & Mccaig (2010:31). To social workers, a relevant question is one whose answers will have an impact on policies, theories, or practices related to the social work profession (Grinnell & Unrau, 2010:28). Research questions should not encroach into the privacy of the participants. Thus, boundaries should be respected always. In this study the questions that needed to be answered were:

- How are parents participating in diversion programmes?

- What are suggestions for engaging parents as participants in diversion programmes?

1.6.2 Research purpose

Creswell (2018:103), defines research purpose as the “road map” to a study. Creswell further indicates that the research purpose is the most important statement in an entire qualitative study that needs to be carefully constructed and written in clear and concise language. The research question should inform the purposes of the study (Maree, 2016:73). Research purpose refers to the intended output or results for the study.

In this study the purposes were:

- To develop an in-depth understanding of parents’ participation in the implementation of diversion programmes.
- To proffer suggestions on how to engage parents’ participation in diversion programmes.

1.6.3 RESEARCH OBJECTIVES

The Department of Social Development (2011:11), defines an objective as a specific result to be achieved over a specified period of time and is generally set at a lower level and in a shorter term than goals. Objectives are not as broad as goals hence they are measurable and achievable due to their specificity. According to Farrugia, Petrisor, Farrrokhyar and Bhandari (2010:278), study objectives are the specific aims of a study and should be clearly stated in the introduction of the study. Fouche and De Vos (in Strydom, 2015:150), state that research objectives are the specific steps one takes to achieve the goal of a study and they include exploration, description, explanation, correlation, interaction and action research. Objectives are strategies the researcher employs in the accomplishment of the desired research purpose and should be SMART- specific, measurable, achievable, relevant and time bound. Study objectives outline the step by step sequence of how the study is carried out. Research objectives should be aligned to research purpose.

In order to attain the purposes of this study, the following objectives were set:

- To explore parents' participation in diversion programmes and suggestions on how to engage them as participants in diversion programmes.
- To describe as findings parents' participation in diversion programmes and suggestions on how to engage parents as participants in diversion programmes.
- To draw conclusions about parents' participation in diversion programmes and make recommendation to probation practice offering suggestions on how to engage parents as participants in diversion programmes.

Having discussed research questions, goals and objectives in the above section, the next discussion focuses on research methodology.

1.7 RESEARCH METHODOLOGY

This was an exploratory-descriptive-contextual-phenomenological study which is steeped in qualitative approach being guided by Risk-Need-Responsivity Model. Qualitative research is a scientific approach of enquiry that gathers data which are principally not statistical or non-numerical. Patak, Biyayini, and Sanjey (2013), define qualitative research as a method which focuses in interpretive-understanding a research query as a humanistic idealistic approach used to understand people's believes, experiences, attitudes, behaviour, and interactions. The same authors further contend that qualitative approach gives voice to participants in the study, it permits participants to share their experiences of their participation in the implementation of diversion programmes. Participants have an empowering experience in the study; relationship between participants and the researcher is often less formal than in quantitative research, and it enhances the involvement of participants in the study.

The researcher found the designs to be very relevant as they are consistent with the definition of qualitative research approach. The rationale for employing qualitative approach was mainly due to the fact that the researcher wanted to develop an in-depth understanding of parents' participation in the implementation of diversion programmes. Another reason was that qualitative research approach is scientifically

rigorous. What makes qualitative research scientifically rigorous is that it involves nothing more than getting along with participants and drawing conclusions about them and generates abundant data about their real life and situations (De Vaus, 2014:6; Leedy & Ormrod, 2014; Coupley, 2019).

In the context of this study, qualitative research approach gave the researcher an opportunity to establish rapport with participants after which he listened attentively during semi-structured, face-to-face interviews which in turn enabled participants to be interviewed in their own preferred and natural environment without hindrance. Moreover, participants were permitted to proffer suggestions on how parents could participate in the implementation of diversion programmes.

A broader methodological issues unpacked in chapter three of this research dissertation.

1.8 ETHICAL CONSIDERATIONS

In this section, the researcher outlines ethical considerations covered in the study.

Miller, Birch, Mauthner, and Essop (2016:14) define ethics as deliberation, choice and accountability on the part of researchers throughout the research process. By ethical issues it means guarding against all that which could harm research participants either intentionally or unintentionally. Thus, some precautionary measures were put in place to guard against the latter. Maree (2016:44) suggests that it is important to highlight the ethical considerations regarding the research and also familiarise yourself with ethics policy of the relevant institution that oversees or funds the research. In trying to uphold ethical principles, the researcher sought permission to conduct the study from the Social Work Research Ethics Committee (SWREC) at the University of South Africa. Permission was granted by the afore-mentioned institution (See Addendum F).

Social work is a varying profession which requires adherence to certain standards and code of ethics and conduct. Therefore, the researcher, maintained professionalism and integrity throughout the study. Thus, he strove with full might to protect participants and prevented any potential harm that might have threatened their lives.

1.8.1 Informed consent

Consent means explicit agreement to participate, therefore, informed consent serves primarily to respect persons, and secondly as a means of protecting them from harm (Sarantakos, 2013:20). Miller et al. (2016:18), contend that the issue of informed consent has been a subject of fierce debate among qualitative researchers generally. Silverman (2016:38), points that according to the professional guidelines, the researcher is responsible for informed consent, for trust and protection, and protecting their privacy by confidentiality.

Codes and consent refer in particular to informed consent, thus the research participants have the right to be informed about the nature of the research and the right to withdraw anytime (Silverman, 2016:32). Lodico et al. (2010:17), indicate that informed consent implies that participants have been given information about procedures and risks involved in the study and have been informed that their participation is voluntary and they have a right to withdraw from the study without repercussions.

Informed consent is, essentially, a term made up of two parts: in the first part research should always be conducted openly, honestly and participants should be aware of what taking part in research entails whilst in the second part, participation has to be voluntary and participants must give their consent to being involved in the study (Dahlberg & McCaig, 2010:43). It is imperative to get informed consent from the earliest phase of the research study. Voluntary informed consent is the cornerstone of research ethics and all forms of research should be viewed as optional and refusal should be respected (Ferreira, Buttell & Ferreira, 2015:37). In this regard, the researcher developed a consent letter for participants to make an informed decision whether to participate or not. These authors also indicate that consent plays a pivotal role in research ethics.

Participants were informed regarding the purposes of the study and processes the study entails, and the credibility and competence of the researcher. In this study, the researcher never coerced participants. Thus, participants were informed that they were at liberty to withdraw from the study if they so wished at any given time without

penalties or any other conditions. The researcher also informed participants about the duration of the interview.

1.8.2 Confidentiality

Dahlberg and McCaig (2010:48), state that confidentiality means that the information gathered in the research process cannot be revealed. On the same note Maree (2016:44), affirms that an essential aspect in research is protection of participants' identities. When confidentiality is assured, the researcher may keep names linked to data, but information made public will neither include the name of the participant, nor make it possible for the information to be linked with a particular participant (Sarantarakos, 2013:20). For Silverman (2016:33), confidentiality means researchers are obliged to protect each participant's identity, places and the milieu of research. Some researchers use confidentiality, privacy and anonymity interchangeably. Participants' information was kept in a safe place and only accessible to the researcher, external coder, and supervisor.

1.8.3 Anonymity

According to Dahlberg and McCaig (2010:48), anonymity refers to hiding the identity of the person who provides information, although the information itself can be disclosed. Similarly, Sarantakos (2013:20), indicates that when anonymity is promised, the name of the participant does not appear on the research instrument or the data. Sarantakos further states that where the informed consent forms are available, they are kept apart from research instrument, so as to make it impossible to link names with data. In trying to protect the participants' anonymity, the researcher assigns numbers or aliases to individuals (Creswell, 2018:141).

Sarantakos (2013:16,) asserts that in terms of professional practice and ethical standards, the researcher should:

- Maintain objectivity in the conduct of social inquiry
- Uphold professional integrity
- Demonstrate responsibility, competence, and propriety
- Employ accurate methods of data gathering and analysis

- Make use of relevant research methodology
- Choose appropriate interpretation of data
- Report their data accurately
- Evade fabrication of data
- Avoid falsification of data
-

In this study, interviews were conducted in a conducive private environment. In order to protect participants' identities, codes were attached to each participant.

1.8.4 Beneficence

Marlow (2010:30), affirms that researchers have an obligation to protect persons from harm by maximising anticipated benefits and minimising risks of harm. Beneficence means the study must be beneficial (Bertram & Christiansen, 2014:76). The researcher strove to ensure that this study is beneficial to participants in terms of broadening their knowledge base regarding the subject matter, children in conflict with the law, and stakeholders in the criminal justice system, authority in the Department of Social Development and above all, participants in the study.

1.8.5 Management of information

Relevant security measures should be applied whenever storing data from study participants (Padgget, 2018:83). Information and data acquired from participants were locked in a safe place and only the researcher, and the supervisor could access such. As indicated under anonymity, no real names were used in order to safeguard the information provided by the participants. Thus, codes in the form of alphabets were assigned for each participant in order to protect their identities. Once the study was finalised and participants were aware of the findings, the information and the transcripts were discarded.

1.8.6 Debriefing of participants

Debriefing of participants was readily available if there was a need. Services of social worker who is qualified in debriefing was solicited (Babie, 2013:7). The aim of

debriefing in this study was to ensure that participants leave the research study in their original state and that they should feel having contributed significantly in the study. However, no debriefing was conducted as there was no need identified in this study.

1.9 DISSEMINATION OF RESEARCH RESULTS

The findings of the study will be submitted and presented in a dissertation format to the university as part of the fulfilment for the requirements of the degree of Master of Social Work. The researcher will also compile and submit two manuscripts for review and publication in professional journals. Moreover, a summary of the findings will be made available for participants and other relevant stakeholders in the implementation of diversion programmes.

Considering the above, the next section clarifies major concepts underpinning the study.

1.10 CLARIFICATION OF KEY CONCEPTS

In this section the researcher defines and explains key concepts used in the study.

1.10.1 Child

According to Department of Social Development (2012:14), a child is any person under the age of 18 years, whether that person is a South African citizen or not. A child means any person under the age of 18 years and, in certain circumstances, means a person who is 18 years or older but under the age of 21 years (children's Act, 38 Of 2005; Child Justice Act, 75 of 2008). The Constitution of South Africa (Act No 108, 1996) defines a child as a person who is under the age of 18 years. For the purpose of this study, a child is defined as a person who is dependent upon a parent, guardian or an appropriate person for survival, decision making and must be 17 years and below.

1.10.2 Diversion

Diversion refers to a process of avoiding normal court procedures thereby affording whoever violated the law an opportunity to render services to the state or victims and/or communities, including life skills programmes for them to make amends.

According to the Minimum Norms and Standards for Diversion, (2007:3), diversion is the process by which a child who has been charged with having committed a criminal offence(s) is diverted from the formal criminal justice system in lieu of prosecution, into programmes that are more restorative by nature and that hold the child accountable for his/her actions. The Inter-ministerial Committee's draft discussion document 1996 as quoted by the Department of Social Development (2011:31), defines diversion as channelling of cases away from the criminal justice system on certain conditions.

Diversion means altering of a matter involving a child away from the formal court procedures in a criminal matter by means of the procedures established by Chapter 6 and Chapter 8 (Child Justice Act, No.75 of 2008, South Africa: 16), whereas the Probation Services Act 116 of 1991, as amended defines diversion as process by which a child who has been charged for having committed a criminal offence(s) is re-routed away from the criminal justice system to programmes that are more restorative in nature and that hold the child accountable for his/her actions.

1.10.3 Child in conflict with the law

Anyone under 18 who encounters the judicial system, as a result of being suspected or accused of committing an offence, and that is in receipt of diversion services and programmes (Department of Social Development, 2010:28). Additionally, the term child in conflict with the law according to Tlale (2013:17) refers to anyone under the age of eighteen years, who comes into the justice system as a result of being suspected or accused of committing an offence. In this study, child in conflict with the law refers to a person who has not yet attained majority status and has violated the law

1.10.4 Probation Officer

The Child Justice Act No 75 of 2008 (South Africa: 18) defines a probation officer as a person who complies with prescribed requirements who has been appointed as a probation officer under Section 2 of the Probation Services Act, 1991 (Act No. 116 of 1991). A Probation Officer is a Social Worker who offers probation services as a specialist function or as part of the combined generalist social work services offered by the Department of Social Department (Department of Social Development,

Undated:19). For the purpose of this study, a Probation Officer refers to a designated professional who performs professional therapeutic statutory services to people in conflict with the law. A Probation Officer is designated to provide social crime prevention particularly to children.

1.10.5 Diversion programmes

Diversion programmes are schedules in which the child who has been diverted is required to participate, and which have been designed to achieve the objectives of diversion (Minimum Norms and Standards for Diversion, 2007:3). The Department of Social Development further indicates that these conditions are usually involved in particular programmes and/or reparation, where possible. Child Justice Act No. 75 of 2008 (South Africa: 17) states that diversion option means an option referred to in section 53, and includes a diversion programme referred to in section 56 of the said act. The Probation Services Act (1991) defines diversion as the programmes within the context of the family and community in respect of a person who is alleged to have committed an offence and which is aimed at keeping from the formal court procedure. For the purpose of this study, diversion programmes refer to educational corrective services designed to help people in conflict with the law make amends regarding their awful behaviour in order to be transformed into law abiding citizens and also avoiding criminal records.

1.10.6 Parent

Parent refers to either the mother and father or guardian, care-giver foster parent and adoptive of child in conflict with the law. According to Child Justice Act No.75 of 2008 (South Africa: 16) appropriate adult means any member of a child's family, including a sibling who is 16 years or older, or caregiver referred to in section 1 of children's Act No. 38 of 2005. Parent means a father or mother of a child and includes the adoptive parent of a child (Department of Social Development, 2012:14). For the purpose of this study, parent means any adult person who is responsible for the livelihood of a child.

1.11 STRUCTURE/ FORMAT

Chapter 1: General introduction and background to the study

This chapter provides a general introduction and background to the study and it also covers aspects such as problem statement and rationale for the study. It briefly gives an account of which methodology and methods followed. Methodological issues are unpacked in chapter three.

Chapter 2: Literature review

In this chapter the concept of diversion is defined and it also includes the origin of diversion globally, the origin of diversion in South Africa, the purpose of diversion, levels of diversion, successes and challenges of diversion, parents as a major stakeholder in diversion, the importance of involvement of parents in diversion, benefits of diversion, roles of various stakeholders in diversion and how diversion could be improved.

Chapter 3: Qualitative methodological application process

This chapter provides the methodology and methods followed. The research approach, design, population, sampling, sampling methods, data collection, preparation for data collection, data collection tool, piloting and data analysis are foregrounded in this chapter.

Chapter 4: Presentation of the empirical findings

This chapter provides the findings of the study covering the responses from the study's participants. These findings were analysed, interpreted and presented.

Chapter 5: Conclusions and Recommendations

This chapter provides the summaries, conclusions, and recommendations of the study under investigations.

1.12 CONCLUSION

The chapter highlighted the introduction and background of the study, problem statement, rationale, research questions, goals and objectives of the study. It also dealt with the theoretical framework underpinning the study, methodology, ethical considerations, dissemination of research results, clarification of key concepts, and structure of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the concept of diversion is defined and it also includes the origin of diversion globally, the origin of diversion in South Africa, the purpose of diversion, levels of diversion, successes and challenges of diversion, types of diversion, parents as a major stakeholder in diversion, the importance of involvement of parents in diversion, benefits of diversion, roles of various stakeholders in diversion and how diversion could be improved. Literature review is a crucial and in-depth overview of relevant existing studies related to the topic under investigation (Dalberg & McCaig, 2010:76). Thus, it is a starting point of a research enquiry.

2.2 THE CONCEPT OF DIVERSION DIFINED

Diversion is an interdisciplinary concept which is defined from different perspectives. The legal definition focuses on the broken law whereas the social science definition focuses on the wholeness of the child and behavioural change which is regarded as an illness that must be cured and to make a wrong right. However, for the purpose of this study, the concept diversion implies the process which seeks to deal with the criminal activities committed by the child in conflict with the law away from the formal court procedures with the view to prevent such a child from having a criminal record, acknowledge responsibility and liability, as well as to ensure that the unaccepted behaviour is completely altered for the betterment of the said child's future. Probation officers are well suited as change agents to deal with the behaviour of children in conflict with the law through proper implementation of diversion programmes with the assistance of parents. Whereas diversion programmes aim to impart useful life skills, they should have some elements of positive results for the child in conflict with the law, restoration of relationships including relationship with the victim, families and communities, as well as help the child to understand the impact of his/her actions to others (Tshem, 2009:48;Els, 2016:69).

One of the advantages of diversion according to the Department of Social Development (2011:31), is that it prevents children in conflict with the law from being

in contact with other more hardened criminals in the criminal justice system that may cause harm. On the other hand, Muyobela (2016:22) contends that there should be use of diversion programmes so that children are dealt with without resorting to formal trials by court of law. Through diversion, a child in conflict with the law is given the opportunity to take responsibility for his/her conduct and to make good for the wrongful action (Sloth-Nielsen & Gallinetti, 2011:14). For Dlamalala (2018:51), a decision whether to divert or not and/or to convict the child in conflict with the law must be always consistent with the best interest of the child.

2.3 ORIGIN OF DIVERSION GLOBALLY

The origin of diversion stems from the era wherein children were treated in a cruel, inhuman and degrading way. For the purpose of this study, international evolution of diversion of children in conflict with the law is explicated in three countries, namely, Britain, United States and India. The reason behind this is precisely because both the United States and India were British colonies. All these three countries are placing legislative emphasis of diverting children in conflict with the law from normal court procedures.

2.3.1 Development in England

Development in England had a great influence on the juvenile justice system that would later develop in the United States.

2.3.1.1 *The middle Ages (A.D. 500-1500)*

The earliest legal document written in English contained the laws of King Aethelbert around A.D.600 and made no special provision for offender's age hence children as young as six were hanged or burned at stake. Early in the English history, the Church of Rome greatly influenced how children were viewed. Church doctrine stated that children younger than seven years of age had not yet reached the age of reason, therefore, could not be liable for sins. Consequently, English law adopted the same view that children under seven years of age were not considered legally able to have required intent to commit a crime. However, from seven to fourteen years of age, it was presumed they did not have such intent, but if evidence proved differently,

children could be found guilty of committing a crime while after the age of fourteen children were considered adults (Hoover [sa]:4).

2.3.1.2 *The Feudal Period*

This period falls near the end of the Middle Ages. During this era, the king had absolute power and was regarded as the guardian of property and minors. In fact, minors received protection from the king as he was also regarded as the father of the country (*parens patriae* in latin) (Hoover [sa]: 5).

2.3.1.3 *The Renaissance*

This period came shortly after Columbus's discovery of America in 1492. It was also during this era that Elisabeth's reign when England witnessed children neglected into servitude and as a result, triggered the reform movement (Hoover [sa]:5).

2.3.1.4 *The Reform Movement*

This period covers the eighteenth and the nineteenth centuries. One of the important milestone in the development of juvenile justice in England was the development of London Philanthropic Society in 1817 which rendered reformation services to juvenile offenders through institutional treatment (Hoover [sa]:7).

2.3.2 *Development in the United States*

The first United States court dealing specifically with children in conflict with the law appeared in 1899 and acted as a benevolent treatment agency that seeks to rehabilitate the children as opposed to punishing them. In the late 1960s and early 1970s the United states issued a number of decisions that expanded the rights of children in juvenile court proceedings and it was during this era that the courts became more dependants to social workers who used psychological and social work principles (Hoover [sa]:7).

2.3.2.1 *The Puritan Period (1646-1824)*

America inherited poor laws from England wherein harsh punishment befell children who misbehaved to the effect that they were subjected to death penalty for having

disobeyed their parents. It was during this era that Stubborn Child Act, 1646 was promulgated and for more than 300 years it was never reviewed. Juveniles were handled much like petty thieves through warning, shaming or corporal punishment. Family, church and other social institutions were also responsible for juveniles' social ills. The Industrial Revolution created anomalies in the form of child labour, however, welfare agencies were brought on board to address the later (Hoover [sa]:7).

2.3.2.2 ***The Refuge Period (1824-1899)***

According to Hoover ([sa]:8), in 1824 the New York House of Refuge, the first United States reformatory opened to accommodate juvenile delinquents defined in its character as youths convicted of criminal offences or found in vagrancy. The same author further indicated that houses of refuges were prisons with harsh discipline, including severe whipping and solitary confinement. From 1859 to 1890 houses of refuges were replaced by reform schools, however, they were indistinguishable from houses of refuges (Hoover [sa]: 9).

2.3.2.3 ***The Juvenile Court Period (1899-1960)***

This period was born at the beginning of what is often referred to as the Progressive Era or the Age of Reform which is the first quarter of the twentieth century. Progressives believed that the family was especially influential and that parents were responsible for bringing their children up to be obedient and work hard. In 1899 a Juvenile Court was established in Illinois and children were no longer mixed with adult hardened criminals. It was during this period that a medical model/treatment model was adopted in order to retard the social and moral decay of the environment, family, and youths. Social Workers collected facts about youths' behaviour, including the history of their families, school performance, church attendance and neighbourhood. This culminated into the implementation of diversion programmes in 1914 in the Chicago Boys Court (Hoover [sa]:20).

2.3.2.4 ***The Juvenile Rights Period (1960-1980)***

This period was marked by a series of societal changes regarding the administration of juvenile justice. In the 1960s the American nation underwent momentous changes

that unswervingly affected social work and its liaison between the juvenile, the family and the court while established new policies addressed “four Ds of juvenile justice”; namely, deinstitutionalisation, diversion, due process and decriminalisation (Hoover [sa]:21).

2.3.2.5 ***The Crime Control Period (1980-Present)***

During this period the American government developed a justice model in which President Carter advocated for the removal of children from jail (Schwartz, 1989: 83). This was short-lived as President Reagan added the “two Ds” to the above four Ds, deterrence and just deserts. By definition, deterrence is a form of punishment in which the offender, is incarcerated, subjected to penalties to prevent him/her from causing harm and sends a message to would be criminals whilst deserts implies a justified revenge or what is called eye for an eye (Hoover [sa]:33).

2.3.3 **Development in India**

The chronological development in India is divided into five periods. India is composed of Hindus and Muslims.

2.3.3.1 ***Prior to 1773 Period***

During this era, it is generally maintained that neither Hindu nor Muslim prescripts legislated how children in conflict with the law should be dealt with, however, a cursory study of Manusmiriti and Hedaya show differential punishment to children for certain offences, for example, a child throwing a filth on a public road was not liable for punishment but only admonition and made to clean it. Although there was no specific law for child offenders, they were treated differently from adult offenders (Priyanka, 2017:28).

2.3.3.2 ***1773-1850 Period***

Differential treatment for children can be traced as far as back as the Code of Hammurabi in 1790 BC. In 1875 the Society for the Prevention of Juvenile Delinquency advocated separating juvenile and adult offenders, therefore, India as a British colony then was affected by this reform (Dey, 2014:65). Priyanka (2017:29)

contends that in 1839 Prisons Report fearlessly exposed the evils of the jail management existing then.

2.3.3.2 *1850-1918 Period*

Dey (2014:65), contends that the Apprentices Act was chronologically the first law which required that convicted children between 10-18 years be provided with vocational training as part of their rehabilitation process. The Whipping Act, 1864 followed and was thought to be eminent service in diminishing the juvenile population in jail. The Reformatory School Act of 1876 followed.

2.3.3.4 *1919-1950 Period*

One of the most notable developments in the history of juvenile justice system in India is the report of Indian Jails Committee of 1919-1920 which proposed the adoption of the Children Act which was eventually passed in 1920 and stipulated that Reformatory Schools should be placed next to jails and that prior to sentencing a child, a pre-sentence report should be sought from the probation officer (Priyanka, 2017:32).

2.3.3.5 *Post 1950 Period*

The Constitution has secured special status for children in Indian Polity since its adoption in 1950. Moreover, Children's Act of 1960, prohibited imprisonment of children under any circumstance. India is in fact consistent with the international obligations when it comes to children in conflict with the law (Priyanka, 2017:34).

2.4 ORIGIN OF DIVERSION IN SOUTH AFRICA

Diversion of children in conflict with the law in South Africa evolved around the 1990s and necessitated the enactment of Child Justice Bill as it was implemented on an ad-hoc basis and in a very fragmented manner. It stems from *Ubuntu (vhuthu)* which is a philosophy that governs South African traditional justice practices embedded in the following principles, unconditional acceptance, unconditional respect, unconditional human dignity, unconditional compassion, unconditional hospitality and unconditional stewardship (Consedine, 1999). However, the 1994 political dispensation in South Africa culminated into the development of legislative framework which is user friendly

concerning children in conflict with the law. According to Article 40 (2002:1), Child Justice Bill was introduced into Parliament in 2002 with the purpose of dealing with criminal behaviour of children in a human manner and consistent with international prescripts.

Another milestone in the development of diversion in South Africa was the adoption of the African Charter on the rights and Welfare of the Child (UNCRC) by Organisation of African Unity (OAU) now African Union (AU) which South Africa is party to, in 1990 but was ratified in November 1999 after which it came into operation in January 2000 (Dlamalala, 2018:51). Apart from OAU's ratification of the UNCRC, other commitments by the South African government played a meaningful role in the development of diversion programmes in South Africa, namely, ratification of UNCRC in 1995, the development of the Constitution of South Africa in 1996; enactment of Children's Act in 2005; and promulgation of Child Justice Act in 2008 as well as declaration of speciality in probation services. The accreditation of service providers in the history of diversion in South Africa which is being championed by the Department of Social Development is also a positive landmark to reckon with.

2.5 THE PURPOSE OF DIVERSION

The purpose of the diversion is to ensure that the child in conflict with the law is dealt with in a manner which is consistent with his/her age. In order to attain the said goal, Section 51 (Chapter 8) of Child Justice Act 75 of 2008 set the following objectives of diversion:

- Deal with a child outside the formal criminal justice system in appropriate cases;
- Encourage the child to be accountable for the harm caused;
- Meet the particular needs;
- Promote the reintegration of the child into his/her family and community;
- Provide an opportunity to those affected by the harm to express their views on its impact on them;

- Encourage the rendering to the victim of some symbolic benefit or the delivery of some object as compensation for the harm;
- Promote reconciliation between the child and the person or community affected by the harm caused by the child;
- Prevent stigmatising the child and prevent the adverse consequences flowing from being subject to the criminal justice system;
- Reduce the potential for reoffending;
- Prevent the child from having a criminal record and
- Promote the dignity and well-being of the child and the development of his/her sense of self-worth and ability to contribute to society.

Section 52 of the CJA also stipulates factors to be considered prior the diversion programme could be implemented, namely; the child acknowledges responsibility for the offence, the child has not been unduly influenced to acknowledge responsibility, there is a *prima facie* case against the child, the child and, if available, his or her parent, an appropriate adult or guardian, consent to diversion, and the prosecutor indicates that the matter may be diverted in accordance with subsection (2) or the Director of Public Prosecutions indicates that the matter may be diverted in accordance with subsection (3).

2.6. LEVELS OF DIVERSION

According to Section 53 of Child Justice Act and Regulations Act 75 of 2008, diversion options are set out in two levels, namely; level one and level two. Level one is applicable to offences referred to in Schedule 1 while level two diversion option is applied to offences referred to in Schedules 2 and 3 respectively.

2.6.1 Level one options include:

- a) An oral or written apology to a specified person or persons or institution;

- b) A formal caution, with or without conditions;
- c) Placement under a supervision and guidance order;
- d) Placement under a reporting order;
- e) A compulsory school attendance order;
- f) A family time order;
- g) A peer association order;
- h) A good behaviour order;
- i) An order prohibiting the child from visiting, frequenting or appearing at a specified place;
- j) Referral to a counselling or therapy;
- k) Compulsory attendance at a specified centre or place for a specified vocational, educational, or therapeutic purpose;
- l) Symbolic restitution to a specified person/s, group of persons, community, charity or welfare organisation or institution;
- m) Restitution of a specified object to a specified victim or victims of alleged offence where the object concerned can be returned or restored;
- n) Community service under the supervision or control of an organisation or institution a specified persons or group of persons identified by the probation officer;
- o) Provision of some service or benefit by the child to a specified victim/s;
- p) Payment of compensation to a specified person/s or group of persons or community, charity or welfare organisation or institution where the child or his/her family is able to afford this; and

- q) Where there is no identifiable person/s or group of persons to whom restitution or compensation can be made, provision of some service or benefit or payment of compensation to a community, charity or welfare organisation or institution.

2.6.2 Level two diversion options include:

- (a) The level one diversion options referred to in subsection 3 (j) to (q);
- (b) Compulsory attendance at a specified centre or place for a specified vocational, educational or therapeutic purpose, which may include a period/s of temporary residence;
- (c) Referral to intensive therapy to treat and manage problems that have been identified as a cause of the child coming into conflict with the law, which may include a period of temporary residence; and
- (d) Placement under the supervision of a probation officer on conditions which may include restriction of the child's movement outside the magisterial district in which the child usually resides without the prior written approval of the probation officer.

Subsection (5) of Section 53 of Child Justice Act stipulates that where a diversion option from level one as referred to in subsection (3) is recommended in respect of a child who is under the age of 14 years, the order may not exceed 12 months in duration, if a time period is applicable and 14 years and older, the order may subject to paragraph (b), not exceed 24 months in duration, if time period is applicable. The abovementioned time periods may be exceeded, however, fundamental reasons ought to be given and entered on the record of the proceedings.

Subsection (6) of Section 53 of Child Justice Act stipulates that where a diversion option from level two as referred to in subsection (4) is recommended in respect of a child who is under the age of 14 years, the order may not exceed 24 months in duration. If a time period is applicable and 14 years and older, the order may, subject to paragraph (b), not exceed 48 months in duration, The abovementioned time periods may be exceeded, however, fundamental reasons ought to be given and entered on the record of the proceedings.

2.6.3 Factors considered in the selection of diversion option

According to Section (54) of CJA the following factors must be considered when the diversion option is selected:

- (a) The diversion option must be at the appropriate level in terms of section 53 of CJA;
- (b) The child's cultural, religious and linguistic background;
- (c) The child's educational level, cognitive ability and domestic and environmental circumstances;
- (d) The proportionality of option recommended or selected to circumstances of the child, the nature of the offence and the interests of society; and
- (e) The child's age and developmental needs.

2.7 SUCCESSES AND CHALLENGES OF DIVERSION

Diversion appears to be successful in terms of managing children at risk. In Maryland and Virginia, implementation of diversion programmes was successful due to the following statutory obligation; the court requires parent to participate in the diversion programmes of the child while failure to comply with the order without good cause may risk to be in contempt of the court (Harvell et al, 2004:8). Since the introduction of diversion in the early 1990s, there has been a substantial increase in the number and diversity of diversion programmes available in the system, and a significant increase in the number of children benefiting from this practice (Department of Social Development, 2011:31). According to the Department of Social Development (2010:32), diversion has become central to criminal justice system around the world because of several advantages, namely; reduction of risks from criminal justice system and reduction of numbers in the criminal justice system.

Although there are a number of diversion achievements there is no zero challenge regarding implementation. The worrying factor regarding the involvement of parents in the implementation of diversion programmes is lack of a policy framework or prescripts that guide how parents should be involved. This policy gap impacts negatively on the

proper implementation of diversion programmes. The discretionary power to divert is the prerogative of a Public Prosecutor as per relevant prescripts, however, the challenge is when the child does not acknowledge having committed the alleged offence, an order can still be made for a diversion programme to be implemented, leading to innocent children being diverted, while the actual purpose is to divert guilty children from conviction (Tshem, 2009: 48; Sonjaberg, 2012: 49). According to Tshem (2009: 48), these discretionary powers granted to PP result in race, class and gender prejudices as well as lack of uniformity in terms of the implementation of diversion programmes. Another critical challenge is that roles of parents are not articulated in the prescripts (Abdulla, 2019:74). For Ntshangase (2016:76), despite being central to the administration of diversion in South Africa, Prosecutors are also experiencing problems in facilitating the practice of diversion.

The findings of the study conducted in the Western Cape established that children attending the programme are intoxicated, no return dates after completion of the programmes, relocation of children and their parents/families, and lack of after care services due to workload and transport challenges, culminating in ineffective implementation of diversion programmes (Department of Social Development, 2016).

Harvell et al. (2004:5) and Muyobela (2016:44), noticed the following challenges pertaining to the implementation of diversion programmes, lack of statutory authority to order parents to participate; lack of transportation for parents and children; lack of resources, lack of facilities, lack of funding for effective programmes; lack of data on parental involvement; and parental apathy towards dealing with their children. Additionally, the challenges identified that are thought to be detrimental to the effective implementation of diversion programmes included the socio-economic circumstances of children in conflict with the law, lack of parental support, recidivism and challenges faced in facilitating group work sessions as group work could hardly tackle individual's problems but focused on the common problems of all in attendance (Ntshangase, 2016:76).

2.8 THE IMPORTANCE OF THE INVOLVEMENT OF PARENTS IN DIVERSION

Abdulla (2019:108), contends that parental involvement is crucial as parents support their children and instils positive values and morals in their children. The involvement of parents in diversion programmes is also crucial for the purposes of monitoring attendance and ensuring that the child receives the support required (Ntshangase, 2016:86). Parental involvement is fundamental in that it improves and fosters the relationship between the parent and the child, and highlights the conflict so that the appropriate programmes are provided for both; the custodial parent may be able to provide important information about the child's behaviour that can assist facilitators to implement suitable programmes; and meetings with both parents can aid them in compromising and coming to agreement on discipline and other child rearing issues which could be beneficial in terms of improving their joint effective parenting skills (Harvell et al, 2004:4). To the best of the researcher's understanding, the tasks of the parents during the implementation of diversion programmes are to give a clear background of the child in regard to behaviour, what his/her interests are, what he/she masters, what he/she responds well to, scholastic performance, allergies, medical conditions and appointments thereof, linguistic, cultural background and so forth. Ntshangase (2016:86) contends that family support is a necessity in the success of diversion programmes and children need to be supported, loved and accepted by their parents and other family members. The same author further adds that a family is a basic unit of growth, love and acceptance for any individual at any given stage of life.

2.9 BENEFITS OF DIVERSION

Hereunder follow the benefits of diversion (Child Justice Act, 75 of 2008: Tshem, 2009: 50; Department of Social Development, 201:32 Els, 2012).

- Affords the child an opportunity to take responsibility;
- Gives the child the chance to pay some form of restitution;
- Prevents stigmatization of a child;
- Innovative and cost effective than formal court procedures;
- Prevents recidivism;
- Reduces court case loads

- Reduces the amount of time officers spend in processing the case;
- It is restorative in nature;
- It is child friendly;
- It affords the victim an opportunity to heal;
- Life skills are imparted on children during diversion programmes;
- Diversion has a positive effect of preventing contact with others in the system that may cause harm and
- Promotes crime prevention.

2.10 ROLES OF VARIOUS STAKEHOLDERS IN DIVERSION

Implementation of diversion programmes is an interdisciplinary issue which involves quite a number of different stakeholders each with a meaningful role to play. This is in line with the Integrated Service Delivery Model and Integrated Social Crime Prevention Strategy of the Department of Social Development (Department of Social Development, 2011). Thus, for the improvement of social services of the Department of Social Development, a holistic and multi-disciplinary approach is critical. Immediately after the child in conflict with the law is diverted or the diversion order is granted, the following role players come on board for the effective implementation of diversion programmes, the department of social development, the National Prosecuting Authority (NPA), the department of justice and constitutional development, the department of police, the department of education, the department of health, the department of correctional services, the community, the family/or parents, Faith Based Organisations and Non-governmental Organisations/Non-Profit Organisations.

2.10.1 The Department of Social Development (DSD)

According to the Integrated Service Delivery (ISD) model (2005), government departments are expected to operate at all three spheres of government and DSD is no exception. For this reason, the DSD through its probation officers is mandated to implement diversion programmes of children in conflict with the law. Once the case is diverted, the Probation Officers (PO) enter into contract with the child in conflict with

the law for the implementation of the recommended diversion programme as per diversion order after which, if the child successfully completed the programme, the progress report is compiled and submitted to court for the case to be disposed while if the programme is not completed due to abscondment, the case against the child is reinstated. Other roles include rendering of after care services, reintegration services and home based supervision which is normally the competency of the assistant probation officer but due to staff shortages probation officers are compelled to render such (Probation Services Act 116, 1991; Child Justice Act, 78, 2008).

The probation officer also renders first aid service during the implementation of diversion programmes. Moreover, monitoring and evaluation of children in conflict with the law, and stakeholders' engagement through Integrated Crime Prevention Strategy, facilitation of the signing of contracts, refer children to relevant intervention, liaise and network with respective stakeholders are among the probation officers' roles (Department of Social Development, 2015:55).

2.10.2 The National Prosecuting Authority (NPA)

The National Prosecuting Authority has a prerogative to determine whether diversion should be considered even before the Preliminary Inquiry (Tshem, 2009; Els, 2012). Thus, NPA has discretionary powers to divert or not to. For the Department of Social Development (2015: 55), the National Prosecuting Authority's roles are to promote the fair, impartial, just and expeditious pursuit of justice; ensure safer communities and promotion of integrity in the prosecution profession and coordination in the criminal justice system. NPA is also mandated to reinstate cases in situations wherein the child fails to complete the programme.

2.10.3 The Department of Justice and Constitutional Development (DJCD)

The Department of Justice and Constitutional Development makes diversion orders and ensures adherence to the diversion orders. Khasanah and Ma'ruf (2020) state that the role of the DJCD is to adjudicate over cases through Judiciary/court and to take decision whether to divert the matter or not to. Thus, this Department has a prerogative to impose sanctions when a person appears before it.

2.10.4 The Department of Police

The Department of Police is responsible for the investigation of cases through Investigating Officers attached to various police stations and is also responsible for the transportation of children, particularly in cases where children are diverted to accredited diversion programmes offered by service partners in Non-Governmental/Non-Profit Organisations (Department of Social Development, 2016)

2.10.5 Department of Education

The Department of Social Development (2015:54) states the roles of Education Department as to have a plan to reintegrate a child back to school either through Adults Basic Education (ABET) or normal school programme; links up with the HWSETA where possible and Engage HRD as the Director is involved in the HWSETA; and assists children to obtain certificates to access opportunities.

2.10.6 The Department of Health

The Department of Health deals with the health aspect of the child in conflict with the law who is either diverted at the local service point of which the diversion programme is facilitated by the probation officer or accredited service provider, hence elsewhere in this research report it was mentioned that the concept of diversion is an interdisciplinary matter; for example, psychological assessment to assist with an appropriate programme in issues of mental health (Department of Social Development, 2015:55).

2.10.7 The Department of Correctional Services

Department of Correctional Services has a meaningful role to play in the diversion of children in conflict with the law. According to Josi and Sechrest (in the Department of Correctional Services (2003) indicate that the role of the Department of Correctional Services is in today's corrections, is to balance security and still be responsible for changing the behaviour of offenders constructively. For children who would otherwise have spent a period in prison are after sometime released on parole under supervision and monitoring by the correctional service official. Thus, rehabilitation resonates with the ability to function within the community by the child in conflict with the law. In this

regard, compliance will mean the case could be disposed whilst noncompliance may results into the reinstatement of the case.

2.10.8 The Community

The community is a useful role player through various structures in terms of integrating the child in conflict with the law by engaging him/her to local support system (Department of Social Development, 2011:12). The Social Welfare (1997) defines community as a group of people living in the same geographical area in close proximity of each other, having a common background and share same interest, culture, needs and problems within the society. If the child in conflict with the law was committed into a Child and Youth Care Centre or a correctional facility, it is very imperative for the community to be informed prior the child is released to avoid community justice. However, if the issue of release is done in consultation with the community, the community can play a significant contribution in the reintegration of the child.

2.10.9 The Family/or parents

The family is the cornerstone of child development. Parents play an integral part in the entire process of diversion of children in conflict with the law. The child with a sense of belonging is more likely to be successful in life than the child who is raised without a family. By definition, a family is a group of persons united by the bonds of marriage, blood, adoption, or cohabitation, characterised by a common residence (household) or not, interacting and communicating with one another in their respective roles (Department of Social Development, 2011:23). In this regard, parents are found to be key figures within their families and as such they could assist tremendously in the implementation of diversion programmes in terms of suggesting proper programmes due to their familiarity with the risk factors of their children. Additionally, parents could also assist the facilitator of the diversion programmes of the economic needs of their families and as such, they could also be targeted for intervention.

Abdulla and Goliath's (2015) study findings reveal that parents' roles include monitoring of their children's adherence to diversion programmes; arrangements of transport to the programme; emotional and practical support during the programme and provision of direction to possible improvements in practice. Parents are also

obliged to take care of the child, maintain contact with the child, and maintain the child or provide for the child's needs (Children's Act, Act No 38, 2005).

Parents of children in conflict with the law are a major stakeholder in the implementation of diversion programmes as they spend a considerable amount of time with their children. Therefore, there is no institution which can replace the family as custom, tradition, cultures, norms and standards governing communities are crafted within the family set up. For Abdulla (2019), parents are currently relegated to service users and extenders rather than including them as service advocates while they receive no support during child justice process including diversion. The same author developed a co-constructed model that involves a continuum of parent-centred support for their inclusion prior to, during and after the child justice process, promotes an inclusive and collaborative approach that regards parents as important stakeholders and being involved in developing practice, and elevates parents as equal partners in decision making to influence legislation, policy and practice in criminal justice system. The model propagated by Abdulla (2019) is consistent with the continuum of care of the Department of Social Development of prevention, early intervention, and statutory intervention as well as after care services during and after the child justice process.

2.10.10 Faith Based Organisations

FBOs focus on the spiritual and religious aspects of both the child in conflict with the law and the victim. Thus, they offer the potential to be agents for reintegration for both children in conflict with the law and their victims. Their roles include, reduction of crime, advocacy and engagement with government, consequently, they have increasingly become attractive as key stakeholders in the development process due to their strong links to local communities and this allows them to enact transformation (Thomas, 2012:47).

2.10.11 Non-Governmental Organisations

NGOs just like the DSD are also obligated to design and develop diversion programmes and services as well as managing the implementation of diversion programmes (Department of Social Development, 2010: 21). According to the DSD

NGOs are also expected to review and adjust programmes and services to achieve individual client, and organisational outcomes.

2.11 HOW DIVERSION COULD BE IMPROVED

As highlighted in the findings of Abdulla's (2019:361) study, for diversion to improve, parents need to be included as participants and partners in legislation and policy development. The same author further indicates that programmes should include parents to enable universal economic support and their empowerment while education is critical as parents indicated their lack of knowledge about diversion programmes. From the information highlighted above, there seems to be a need for a holistic approach for diversion programmes to be put at a certain level.

Strong parental support is one of the most crucial factors contributing to successful rehabilitation of the children in conflict with the law (Sibisi, 2015). Abdulla and Goliath (2015) suggest that transport should be provided for parents and children to attend diversion programme sessions, with funding for the transport subsidized either by the Department of Justice and Constitutional Development or the Department of Social Development and Special Programmes. The same author's further advice that Probation Officers should form partnership with parents in monitoring diverted children's progress during and after completion of the programme and that important information should be provided to parents using concepts they could easily understand. In addition, for diversion programme to serve its intended purpose, facilitators should make it a norm to get to know parents of children in conflict with the law, keep regular contacts with them, establish contact through home visits, and communicate with them timeously. Lastly, development of practice guidelines for probation practice, particularly on how parents could be engaged in order to improve and sustain implementation of diversion programmes is also significant.

2.12 CONCLUSION

In this chapter the researcher presented literature review relevant to the study, notably, the concept of diversion, the origin of diversion globally, the origin of diversion in South Africa, the purpose of diversion, levels of diversion, successes

and challenges of diversion as well as types of diversion. The chapter further reviewed parents as a major stakeholder in diversion, the importance of involvement of parents in diversion and benefits of diversion. In addition, this chapter also looked at roles of various stakeholders in diversion. Lastly, how diversion could be improved was also covered in this chapter.

CHAPTER THREE

QUALITATIVE METHODOLOGICAL APPLICATION PROCESS

3.1 INTRODUCTION

This chapter provides the methodology and methods applied in the study. The research approach, design, population, sampling, sampling methods, data collection, preparation for data collection, data collection tool, piloting and data analysis are foregrounded in this chapter.

3.2 RESEARCH METHODOLOGY

Methodology is concerned with the process and method by which the researcher acquires knowledge about the world that may be helpful in answering the research questions and objectives of the study (Khan, 2014: 306). On the other hand, Sarantakos (2013:29) defines methodology as a research strategy that translates ontological and epistemological principles into guidelines that show how research is conducted. Methodology is a set of general principles and advice which can be adapted to different research issues and contexts (Coghlan, 2010:49). The researcher therefore, understands methodology to imply the comprehensive description of how research should be carried out. In this chapter the methodology is unpacked in terms of research approach and research design.

3.2.1 Research approach

The approach employed in this study is qualitative. Qualitative research emphasises words in the collection and analysis of data (Babbie, 2014:31). Thomas (2017:119; Grinnell, 2010:59), submits that quantitative and qualitative research methods are not in opposition to one another; they can only complement each other. Qualitative research methods are often regarded as providing rich data about real life to make sense of behaviour and to understand behaviour within its wider context (De Vaus, 2016:5).

According to Creswell (2018:7), qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that

make the world visible and transform it (Creswell in Creswell & Poth, 2018:7). For Maxwell (2013: 3), qualitative research is a “do it yourself” rather than an “off the shelf” process that involves tracking back and forth between different components of the design and assessing their implications. Grinnell and Unrau (2010:55), submit that like quantitative researchers, qualitative researchers make a major commitment in terms of time, money, and resources when they undertake research studies. Grinnell (2014) further states that qualitative research approach is akin to exploring “social problems maze” that has multiple entry points and paths. Qualitative research is conducted mainly when there is a problem that needs to be explored (Creswell, 2018:40). In other words, qualitative approach refers to the research approach which deals with phenomena that are inadequately researched. Creswell further argues that there is no prescribed structure as to how a qualitative study should be conducted. In addition, Padgett (2017:18), states that a qualitative study succeeds by basically depending on the researcher’s personal qualities and intellectual capacities.

Following are some characteristics of qualitative research according to Grinnell and Unrau (2010:56) that most research studies have in common:

- They are conducted primarily in the natural settings where the research participants carry out their daily business in a non-research atmosphere.
- Variables cannot be controlled and experimentally manipulated (although changes in variables and their effect on other variables can certainly be observed).
- The questions asked are not always completely conceptualised and operationally defined at the outset (although they can be).
- The data collected are heavily influenced by the experiences and priorities of the research participants, rather than being collected by predetermined and highly structured or standardised measurement instruments.
- Meanings are drawn from the data (and presented to others) using processes that are more natural and familiar than those used in the

quantitative method. The data need not be reduced to numbers and statistically analysed (although counting and statistics can be employed if they are thought useful).

Generally, qualitative studies have been social and psychological (Grinnell & Unrau, 2010:61). In justifying the rationale for employing qualitative approach, Grinnell and Unrau (2010:61), further express that more often than not, qualitative research methods use exploratory studies and it is a valid method in the generation of social work knowledge. Qualitative research is an exciting interdisciplinary landscape which derives meanings from participants (Hesse-Bieber, 2010; Machmilan & Schumacher, 2010: 323; Padgett, 2017:14). Moreover, the researcher taps qualitative approach since the study seeks to develop an in-depth understanding on how parents participate in diversion programmes. Furthermore, this approach is believed to be very much befitting as interviews with participants were conducted in their natural environment. This study which employed qualitative approach backed by explorative, descriptive, contextual and phenomenological design attained its goals and objectives.

Qualitative research approach assisted the researcher in identifying and using themes which emerged from the data in order to analyse it and generate a research report. This approach also enhanced the quality of research for it developed an insight of parent's participation in the implementation of diversion programmes and proffered suggestions on how parents could be engaged.

3.2.2 Research design

In order to yield authentic and reliable results, the researcher needs to have a sound design. Research design is a comprehensive plan for data collection in an empirical research project (Bhattacharjee, 2012: 37; Thomas, 2012:104; MacMillan & Schumacher, 2014:28; Kumar, 2019: 55). Bhattacharjee further submits that research design is a blueprint for empirical research aimed at answering specific research questions. Similarly, Maree (2016:72), argues that a research design is a strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering methods to be used and data analysis to be done.

On the other hand, Blackie in De Vos et al (2011:142) formulates a research design as an integrated statement of and justification for the more technical decisions involved in planning a research project and a process analogous to the activities of an architect designing a building. De Vos et al (2011:142) define a research design as a process of focusing attention for the purpose of a particular study. The overarching objective of a research design is to provide a framework from which a specific research question can be answered while using scientific method (Edmonds & Kennedy, 2017:13).

Marshall and Rossman (as cited by Taylor 2016:29), affirm that research design in qualitative research remains flexible both before and throughout the actual research study. The purpose of a research design is to specify a plan for generating the empirical evidence that will be used to answer the research questions (MacMillan & Schumacher 2014:28). In this study, various research designs were tapped, namely; exploratory, descriptive, contextual and phenomenological designs. The rationale for incorporating the four designs is explained in the following segment.

The design was exploratory in examining parents' participation in the implementation of diversion programmes. Cavana et al. (2001 as quoted by Khan, 2014: 300) state that exploratory research aims to highlight and explore the unexplored and uninterpreted phenomenon to better understand the problem as well as to develop new ideas (MacMillan & Schumacher 2014:28; Babbie 2014:94). Babbie (2014), further asserts that the purposes of exploratory research are threefold: to satisfy the researcher's curiosity and desire for better understanding, to test the feasibility of undertaking a more extensive study, and to develop the methods employed in any subsequent study.

Exploratory research is undertaken in areas where there are gaps in knowledge (Dahlberg & Mccaig, 2010:240). Exploratory qualitative studies tend to be primarily inductive, working largely with an emerging theoretical framework rather than within established theory or sets of hypotheses deducted from it (Maree, 2016:84). The relevance of this research design is based on the fact that no similar research has been undertaken so far in Vhembe District to address the challenge of Probation Officers' views regarding parents as participants in the implementation of diversion programmes and the fact that very little is known regarding the phenomenon under

investigation. In this regard, explorative design assisted the researcher in the development of suggestions on how parents could be involved as well as an in-depth understanding of parents' participation in the implementation of diversion programmes.

Exploration and description complement each other in areas where very little is known regarding the problem being studied. As the study is qualitative, descriptive design is relevant for data description and data analysis as opposed to numerical or statistical analysis. Mangal and Mangal (2013:69), assert that descriptive design aims at describing the things, events and phenomenon under investigation. Just like the formulation of the problem, the research design is dynamic in the research process. Descriptive design relies on observation in collecting data (Walliman, 2011:10). The relevancy of descriptive design in this study is based on the description of the phenomenon from participants' point of view, particularly in areas where very little is known about the phenomenon being studied.

Environmental conditions within which people live also convinced the researcher to include a contextual design. Abel and Evans (2013:63), define contextual design as a user-centred design process, which provides methods to assist in data collection and analysis. This is precisely because participants are not living in isolation from environmental factors and influences. The research study also sought to contextualise the environment and families of parents of children in conflict with the law. A good design for the study, like a good design for a ship, will help it safely reach its destination (Maxwell, 2013:13). If well crafted, the research design will yield good results without any impediments. In the case of this study, participants were interviewed at their homes after an informed consent was obtained from them. The environment was enabling more so because it was in their natural setting which was free from distraction.

Abel and Evans (2016), describe five principles of contextual design as follows:

Principle	Description
Principle No. 1	System design must support and extend user's work practice

Principle No. 2	People are experts at what they do but are unable to articulate their own work experience
Principle No. 3	Good design requires partnership and participation with users
Principle No. 4	Good design is systematic
Principle No. 5	Design depends on explicit representations

Phenomenology refers to a qualitative research design that seeks to explore the structures of human life, the lived world, lived world as experienced in everyday situations and relations from the participants' perspective through semi-structured interview (Diaz, 2015: 105; Maree, 2016:77). Creswell (2013) adds that these participants should share similar characteristics. With a lack of existing literature, this design is also found to be relevant in this study as the researcher was eager to develop an in-depth understanding of parents as participants in diversion programmes and to proffer suggestions on how they could be involved from their own perspectives. Another important aspect that warrants the inclusion of phenomenological strategy is that the study initiates investigatory interest in an unexplored area. Phenomenological design afforded the researcher an opportunity to investigate participants' experiences and perception of the phenomenon under study from their personal perspectives in their natural conducive environment.

The research designs in this study were fourfold, and the results are genuine, accurate, valid, reliable as well as beneficial. Each design counteracted the other's shortfall, given the advantages of each research design. Based on the fact that four research designs were tapped simultaneously, the researcher called the combination of these designs collaborative design.

3.2.3 Research methods

Research methods are core to scientific study (May, 2011:1). The same author further affirms that research methods contribute an important part of scientific curricula and provide a means through which intellectual development and understanding of

phenomena are enhanced. William and Bailey (in Almak, 2016:3), state that research methods are the instruments and tools that researchers employ whilst they administer any form of inquiry. Research method is a practical application of doing research and include the procedure and activities for selecting, generating, organising and analysing data (Grinnell & Unrau, 2010:20 Wahyun, 2012: 5 Walliman (2011:2; Blaikie & Priest, 2019).

The methods of social work research should draw on and adapt the methods of social work practice, and therefore be characterised by distinctive methods (Shaw & Holland, 2014:22). From the researcher's perspective, it would suffice to define research methods as the strategy used in undertaking a research study.

3.2.3.1 Population

Population is referred to as the group of people that researchers intend to generalise and draw conclusion regarding the findings Hesse-Biber, 2010:15; Rubin & Babie, 2011:41). According to Thyer, (2010:41), population is a very large set of persons, objects, or phenomena that researchers wish to learn about. They further indicate that more formally, it is the theoretically specified aggregation of study elements. Population in research does not necessarily mean a number of people; it is a collective term used to describe the total quantity of things (Walliman, 2011:94). In research, population is used to mean the total number of people, groups or organisations included in the study. Suffice, to say that population is an aggregate of a particular set of objects or subjects upon which the researcher wishes to draw inferences. Population according to Walliman (2011:95) can have the following characteristics:

- Homogenous: All cases are similar.
- Stratified: certain strata or layers e.g. people with different levels of income: low, medium, high.
- Proportional stratified: Contains strata of known proportions e.g. percentages of different nationalities of students in a university.
- Grouped by type: Contains distinctive group.

- Grouped by location: Different groups according to where they are, e.g. animals in different habitats, deserts, equatorial forests, savannah, tundra.

In this study, population was drawn from parents of children in conflict with the law who have completed diversion programmes implemented by the Department of Social Development in Vhembe District. Therefore, rich, reliable and credible data was obtained from the afore-said population. The targeted population was from all local municipalities, namely; Makhado, Thulamela, Musina and Collins Chabane respectively. The researcher did not include participants from his office in order to avoid undue influences and bias. All ethical protocols and procedures were strictly adhered to when determining the research population. Thus, ethical dilemmas were avoided at all costs.

3.2.3.2 Sampling

Sampling is a method of deducing information about a whole population from a limited number of units in which the researcher wants to draw conclusion (Khan, 2014:306). In addition, Gratton and Jones (2010:99) state that a sample is a subset of a specific population. A sample according to MacMillan and Schumacher (2014), is a group of subsets from whom data are collected, often representative of a specific population. On the other hand, Thyer (2010:41) refers to sampling as the methods that researchers use to select the groups of persons, objects, or phenomena that they actually observe. Against this background, sampling refers to the researcher considering a specific people from a particular population to be party to the study as participants.

Sampling implies a selection of a small subset of a population representative of the whole population wherein the researcher is eager to obtain relevant, reliable accurate and valid data (Lodico, Spauding & Voegtler, 2010:27; Floyd & Fowler, 2014: 4). How well the sample represents a population depends on the sample frame, the sample size, and specific design of selection procedures. For the purpose of this study, sampling means the aggregate in which the researcher wants to investigate about. The main aim of sampling in qualitative research is to select and study a small number of unique cases whose study procedures, a wealth of detailed information and an in-

depth understanding of the people, programmes, cases, and situations studied (Yilmaz, 2013:313). The sample for this study was drawn from parents of children in conflict with the law in all four local municipalities that fall under Vhembe District of Limpopo Province whose children underwent and completed diversion programmes.

3.2.3.3 Sampling methods

There are two major classes of samples: probability sampling and non-probability sampling. Non-probability samples are not selected according to the principle of statistical randomness but selected in accordance with some other principle such as convenience and availability (Terre Blanche & Durheim, 1999:279). Purposive sampling involves the selection of participants who have knowledge and information related to the purpose of the study (Lodico et al, 2010:37). For this reason, purposive sampling which is a form of nonprobability sampling, was used on the basis of the researcher's own judgment.

Purposive sampling is also known as the judgmental sampling. Judgment sample is a type of non-probability sample in which we select the units to be observed on the basis of our own judgment about which one will be the most representative (Rubin & Babbie, 2011:623).

Wagner, Kawulich and Garner (2012:93), state that purposive sampling is considered the most useful type of non-probability sampling as the researcher relies on his/her own experience, previous research or ingenuity to find the participants. Key informants in this study will be parents of children in conflict with the law undergoing diversion programmes or who completed the programme(s) in the Department of Social Development. Snowball sampling is a purposeful method of qualitative research which is also known as the chain sample and is known for its cost effectiveness, efficiency in accessing participants who are difficult to find wherein the researcher relies on the first few samples to provide other participants sharing the same characteristics to take part in the study up to the point of data saturation (Tracy, 2013:136; Naderifar, Goli, & Ghaljaie, 2017:67670). Snowball sampling was also used in order to augment purposive sampling. Additionally, in snowball sampling the researcher used the first few participants to recommend other potential participants who met the inclusion

criteria of the study (King, Harrocks & Brooks, 2019:62). Moreover, for Dragan and Maniu (2013:101), this sampling technique is referred to as hidden population and is characterised by lack of sampling frame and it is strong in privacy, while its shortfall is sample bias.

The following inclusion and exclusion criteria were considered:

Inclusion criteria

- The study considered parents of children in conflict with the law who were undergoing diversion programmes in Vhembe District.
- Parents of children in conflict with the law who completed diversion programmes were also included.
- Parents of children in conflict with the law who were recommended for diversion programmes but could not complete were also considered.
- Parents who are between 30 and 50 years.

Exclusion criteria

- Parents who are not conversant in English and/or Tshivenda were excluded.
- Parents who are not based in Vhembe District were excluded.
- Parents of children undergoing diversion programmes outside DSD were also excluded. Thus, these were parents of children diverted by NICRO, Khulisa, and others.
- Parents who have participated during pilot testing were excluded.

The issue of sample size in qualitative studies is determined by data saturation. New participants were brought continually until the data set was complete, as indicated by data replication or redundancy (Marshall, Cardon, Poddar & Fontenot, 2013). Thus, the same authors further indicate that in other words, saturation is reached when the researcher gathers data to the point of diminishing returns, when nothing new is being added. Hennink, Kaiser, and Marconi (2016:1), state that saturation is a core principle to determine sample sizes in qualitative research, yet little methodological research exists on parameters that influence saturation.

Data saturation is reached when there is enough information to replicate (O'Reilly & Parker; Walker in Fusch & Ness, 2015:1408). For Guest, Bunce and Jonson as cited by Fusch and Ness, (2015:1408), data saturation is reached when the ability to obtain new information has been reached when further coding is no longer feasible. There is no one size fits all method to reach data saturation (Fusch & Ness, 2015:1409). Data saturation is an elusive concept and standard in qualitative research given its lack of concrete guidelines (Marshall et al, 2016).

On the basis of Miles and Huberman, (1994) Curtis and Gesler, Smith and Washburn as adopted by Maree, (2016:85) six sampling criteria are identified as follows:

- The sampling strategy should be relevant to the conceptual framework and the research questions addressed by the research.
- The sample should be likely to generate rich information on the type of phenomena which need to be studied.
- The sample should enhance the transferability of the findings.
- The sample should produce credible descriptions and explanations (in the sense of being true to real life).
- The sample should take ethical preconditions (such as vulnerability, informed consent, etc.) into consideration.
- The sampling should be feasible in terms of money and time, and practical issues of accessibility have to be considered.

Gaining access in some institutions poses some challenges to researchers due to red tapes and as such gatekeepers are necessary to assist (Creswell, 2018:172). Gatekeepers are people in charge of people whom the researcher wants to include in his study as participants but have no direct access to them (King, Harrocks & Brooks, 2019:60). On the same note, Tracy (2013:71) defines a gatekeeper as a decider who actually has the power to grant access to research site. Official and formal permission to access research site and participants should be authorised by gatekeepers (Padget, 2017:73). In this regard the coordinator of Social Crime Prevention in Vhembe District was requested to connect the researcher with Probation Officers who then linked him

with prospective participants, after which each participant connected him with the person who met the criteria.

3.2.3.4 Data collection

Terre Blanche, Durheim and Painter (2014:51), state that data are the basic material with which researchers work. Data collection provides one more precedence for assessing research design within each approach to inquiry (Creswell, 2018:117). Creswell goes on to visualise data collection as a series of interrelated activities aimed at gathering relevant information to answer emerging research questions. According to Creswell (2018:117), an important step in data collection stage is finding people or places to study and to gain access to and establish rapport with participants so that they provide rich and reliable data. Data collection and other aspects of methodology follow from the research questions (MacMillan & Schumacher, 2014:369).

The same authors further state that there are five major methods of gathering data: observation, interviews, questionnaires, document review and the use of audio-visual materials. Ethical guidelines will be considered from the onset until the end of the study. Van Zyl (2014:155), asserts that data collection process involves four steps, namely; the construction of data collection form used to organise the data you collect, the designation of the coding strategy used to represent data on a data collection form, the collection of the actual data and entry onto the data collection form.

Data was collected by the researcher through face to face semi structured interviews from 15 participants. The interview lengths ranged approximately between ten to thirty minutes' duration. The open-ended interview questions were asked. In order to elicit abundant data, the researcher used prompts through probing and paraphrasing. In order to minimise the perceived status difference between him and the participants the researcher built rapport and trust, which assisted the participants to become more at ease and ultimately occasioned reliable data.

3.2.3.5 Preparation for data collection

Prior to data collection, the researcher will introduce himself and provide participants with sufficient background to the purpose of the study in order to take informed decisions on participating in the study. Another critical aspect regarding preparation

for data collection is for the researcher to get permission from authorities. Researchers need to obtain written consent from various ethical clearance committees, stating the purpose of the study, potential risk factor levels, and data collection techniques, duration of the interviews, ethical considerations and follow up interviews (Creswell & Poth, 2018:56). In the context of this study, ethical clearance was sought and obtained from the Department of Social Work at the University of South Africa (UNISA).

Once potential participants were identified, they were contacted individually and familiarised about the purpose of the study, introduced to the consent protocols in order for them to take an informed decision on taking part in the study or not. After they consented, then the interviews arrangements were made regarding the venue, date and duration of the interview. Ethical considerations pertinent to this study were communicated to all participants accordingly.

3.2.3.6 Methods of data collection

Data collection refers to the technique and tools employed when gathering data (Hesse-Biber & Levy as cited by Maree, 2016:50). A number of different methods of collecting data are possible as the researcher and participants enter into a collaborative relationship, namely; structured interview, semi-structured and unstructured interviews (Maree, 2016:77). Interviews are one method by which one's study results could reach data saturation (Fusch & Ness, 2015:409). By definition, interview guide is a qualitative data collection tool employed to provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic in a conducive environment which is free from destruction (Turner, 2016:754). On the other hand, Tracy (2013: 154) defines an interview as a question and answer conversation between researchers and participants.

In this study, the researcher employed semi-structured interview schedule as a data collection tool precisely because it is user-friendly and affordable compared to survey questionnaire. Moreover, the semi-structured method is flexible compared to other methods as the researcher was able to probe for clarity where necessary since the questions were not fixed. The researcher had a prerogative to explore the subject matter in a semi-structured interview (Grinnell & Unrau, 2011:306).

Semi-structured interview questions were framed in such a way that sensitive questions that would expose participants to possible ethical harm/risk were avoided. Semi-structured interview schedules had open ended questions that were asked and participants were allowed to share their own opinions and their own experiences in relation to particular issues without being constrained by closed ended questions (Bertram & Christiansen, 2014:59). In semi-structured interview the researcher can probe responses, ask participants to elaborate and illustrate an answer with an example. This method is flexible and allows for the production of rich and complex data (Quinlan, 2011:293). Confidentiality, anonymity, beneficence, informed consent and other relevant ethical guidelines were upheld throughout the research process.

Semi-structured interview schedules were considered the most effective data collection tool. The interview lengths ranged between thirty to forty minutes' duration. In addition, the researcher attempted to minimise any perceived status difference between him and the participants through building up trust and rapport, which helped the participants to become more at ease and ultimately elicited rich, reliable and valid data. The researcher's professional experience of working with people also added immense value in this regard.

Proper channels and protocols were followed by the researcher in order to get permission from participants to take part in the study. An audio recorder was also used to gather data, however, permission was requested well in advance from participants by the researcher to use an audio recorder. Furthermore, the researcher avoided the use of jargons, sensitive questions and double barrel/ bifocal questions.

In introducing participants to the interview and make them feel at ease and welcomed, the researcher asked the following biographical information:

- Gender.
- How old are you?
- What is your ethnic group?
- What is your religious affiliation?
- What is your highest qualification?
- What is your marital status?

The above biographical questions were thought to be helpful in terms of allaying fears among participants in the actual interview guide questions although they did not form part in the main interview as participants were merely requested to fill these biographical information in the form to be provided. They also strengthened rapport and propelled them to provide information to the best of their abilities.

Hereunder follow the researcher's proposed semi-structured interview questions aimed at obtaining detailed factual information pertaining to the study:

- How is it for you to have a child that is in conflict with the law? What feelings do you experience about the fact that you have a child that is in conflict with the law?
- How long did it take your child to complete the diversion programme?
- How was your relationship with the child prior to her/his engagement in diversion programmes?
- How do you view the future with the child in conflict with the law?
- What is your understanding of the diversion programme that you and your child in conflict with the law should engage in?
- What do you understand as the roles and responsibilities of parents within the diversion programmes?
- What were the challenges for you as parent when your child entered the diversion programme?
- How were the challenges addressed?
- What made it difficult for you as a parent to get involved in the diversion programme?
- What made it easy for you as a parent to engage in the diversion programme?
- What suggestions do you proffer for getting parents involved as partners in the implementation of diversion programmes for children in conflict with the law?
- How should you as a parent be empowered in terms of being participant in the diversion programmes?
- What is required for parents as partners to be effective role players in the diversion programmes for children in conflict with the law?

Data collection were backed by the following skills the researcher employed:

- **Probing:** This refers to the skill used by researchers in order to gain an in-depth information diligently and thoroughly when the initial question could not reveal the needed information abundantly (Moerman, 2010:19; Selvalakshmi, 2012; King, Harrocks & Brooks, 2019:69). Thus, probing seeks the participants to provide the required information accurately. The researcher probed participants for clarity and more information pertaining to the topic under investigation.
- **Listening:** This is a skill which may be used to help the researcher in increasing the length and depth of participants through listening with a purpose while observing non-verbal communication such as body language, eye contact, gestures and so forth (Yin, 2011:26). The researcher listened attentively with eagerness when participants provided information while observing non-verbal cues such as body language and facial expressions.
- **Paraphrasing:** This is the researcher's cornerstone of active listening's endeavour to create an understanding response and is thus a key to successful use of the technique as the researcher uses fresh words to restate participant's information concisely (Herpworth, Rooney, Rooney, & Strom-Gottfried, 2017:131).
- **Empathy:** According to Herpworth, Rooney, Rooney and Strom-Gottfried (2017:146), empathy refers to be in the shoes of the participants. The researcher tried by all means to be at the level of participants. His attire resembled that of the participants to ensure sameness with them.
- **Rapport building:** This according to Zakaria and Musta'amal (2014) implies the ability to commit with others in a way that creates a climate of trust and understanding. In addition, rapport building is essential about trust and enables participants to feel comfortable and in opening up to the researcher (King, Harrocks, & Brooks, 2019:77). On the other hand, Tracy (2013:147) indicates

that rapport is important in helping participants feel comfortable, likeable and knowledgeable. The researcher established a good relationship and ensure that respect is maintained at all times. This relationships were fostered by the researcher's sensitivity to information, understanding of participants' feelings and by avoiding vague and threatening questions, especially during the beginning of the interview. Rapport played a significant contribution in terms of obtaining rich, reliable and accurate data.

- **Summarising:** This refers to when the researcher gives a synopsis of the information provided by the participants in order to ascertain whether what was captured was indeed provided as such without ambiguity (Herpworth, Rooney, Rooney & Strom-Gottfried 2017:150; Ozdemir, 2018: 2199). The researcher summarised the information acquired from participants in order to avoid data misrepresentation.

3.3.7 Pilot testing

Pilot testing is very crucial in any research before the researcher could embark in the definite study. Pilot testing refers to a dress rehearsal for the study and it helps fine-tune usability studies, leading to more reliable results (Schade, 2015). Similarly, Dahlberg and McCig (2010:181) assert that piloting helps to ensure that interview guide questions are worded correctly and that participants navigate around the interview guide questions correctly. For Rubin and Babbie (2011:626), pilot testing is testing out a scale interview guide questions in a dry run to see if the target population will understand it and not find it too unwieldy, to identify necessary modification. Thus, pilot testing is used to test whether the intended study is worth conducting as well its validity and reliability prior to conducting the actual study.

In this study, pilot testing was conducted with the most convenient, readily available two parents of children in conflict with the law who were purposively sampled from the researcher's office. However, participants in the pilot testing shared the similar criteria as the participants for the overall study. The duration of the pilot test was between 30-40 minutes. It was conducted in Vhembe District. The data accumulated during the

pilot testing were never considered in the actual study. Pilot testing was very helpful as it assisted the researcher and participants evaluate the interview guide questions as well as the inclusion and exclusion criteria. Interestingly, one participant established that the question which initially asked the duration that was taken in completing diversion was not relevant but suggested that it should be asked in the following manner; how long did it take your child to complete diversion programme? As a result, it had to be added after consultation with the supervisor. Thus, pilot testing gave the researcher an opportunity to effect some changes, where necessary, prior the commencement of the actual study.

3.3.8 Methods of data analysis

Creswell (2018:147), notes that analysing texts and multiple other forms of data presents a challenging task for qualitative researchers. Additionally, Macmillan and Schumacher (2014:395) concur that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories. However, Maree (2016:110), posits that data analysis must be appropriate to the research design and the approach. In this regard, data will be analysed qualitatively. Qualitative data analysis is an ongoing and interactive (nonlinear) process, implying that data collection, processing, analysis and reporting are intertwined, and not merely a number of successive steps (Maree, 2016:109). Thus, the researcher went back and forth during data analysis.

MacMillan and Schumacher (2014:397), assert that there are five sources used by researchers to get started with data analysis:

- The research question and forehand problems or sub-questions.
- The research instrument such as interview guide.
- Themes, concepts, and categories used by other researchers.
- Prior knowledge of the researcher or personal experience.
- The data themselves.

It is also vital for data to be transcribed and coded during analysis in order to yield valid, reliable and credible results. Data transcription is the process of reworking field notes and other information and converting them into formats that facilitate analysis (MacMillan & Schumacher, 2014:398). Dahlberg and McCaig (2010:146), define transcription as the production of a written version of audio or visual material. According to Maree (2016:116), coding entails reading carefully through transcribed data, line by line, and dividing it into meaningful analytical units. Maree (2016) further defines coding as marking the segments of data with symbols, descriptive words or unique identifying names. Data coding begins by identifying small pieces of data that stand alone and are called segments and it refers to providing meaning to a segment (MacMillan & Schumacher, 2014:398).

By definition, a segment is a text that is comprehensible by itself and contains one idea, episode, or a word, a sentence, a few lines of text, or several pages and a segment is typically one to three sentences. Codes can be activities, quotations, relationships, context, participant perspectives, events, processes, and other ideas (MacMillan & Schumacher, 2014:399). Labels that use participants' wording are called *in vivo* codes while *emic* terms represent participants' view, coded as words, actions, and explanations that are distinctive to the setting or people and *etic* terms provide a cross-cultural perspective from the researcher, showing the views, concepts, and social science ideas and phrases. In vivo coding means that the same codes are reapplied to similar segments of data (Maree, 2016:116).

The coding process enabled the researcher to quickly retrieve and collect all the text and data that he had associated with some thematic idea so that the sorted bits (meaning units) can be examined together and different cases compared in that respect (Maree, 2016:116). According to Macmillan and Schumacher (2014:399), this process has allowed the data to suggest the codes. The aforesaid guidelines were helpful to the researcher during data analysis stage.

In analysing data, the researcher used thematic analysis method. Thematic analysis is considered the most appropriate for any study that seeks to use interpretations and provides the opportunity to categorise data into themes (Ibrahim, 2012). The

researcher analysed data in accordance with Creswell's six steps (Creswell, 2014:196).

- The researcher organised and prepared data for analysis through transcribing interviews and sorted and arranged such data in different sources.
- The researcher got a sense of information and its overall meaning pertinent to data as well as the general idea about the data.
- Data were organised into chunks of information and a word that represented a category was written in the margin.
- The setting or participants and categories or themes for analysis were described.
- The researcher presented the results of the analysis in a narrative and detailed discussion of various events and themes.
- Interpretation of the results of the analysis was done with the purpose of highlighting the lessons learnt.

3.3.9 Methods of data verification

Data were verified through validity (trustworthiness) and by definition validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher (MacMillan & Schumacher, as quoted by Maree 2016:372). Four criteria that enhance trustworthiness of qualitative research findings are discussed by Creswell (2003), Niewhuis (2007) & Thomas (2010) (in Maree 2016:273). The researcher ensured that results were consistent and reliable while data were authenticated through Lincoln and Guba's model of trustworthiness (Maree, 2016:39).

The following strategies adopted from McMillan and Schumacher (2001), Niewhuis (2007) and Thomas (2012) as cited by (Maree 2016:373), enhanced the criteria for trustworthiness of the study.

- **Credibility**

Reference is made here to the degree to which the research findings are believable and trustworthy. According to Lincoln and Guba in Maree (2016: 123), credibility deals with questions of congruence in the findings. Lincoln and Guba as quoted by Maree (2016:123) further indicate that credibility is also enhanced through development of an early familiarity with the participants and the participating organisation, but also through well-defined, purposive sampling, detailed data collection methods and triangulation.

In the context of this study, in order to ensure trustworthiness, the researcher embarked on participant checks, peer review and verification by the promoter. In this regard, participant checks were employed thereby getting back to participants in order to verify whether transcripts and analysed text were a true reflection of what they have indicated. The purpose of peer review in the context of this study was to get a second opinion regarding the findings and in this case the researcher liaise with his promoter as an expert in this area. Furthermore, the transcribed data were verified by the promoter in order to determine whether the findings corroborate or refute what the researcher is having. Lastly, the researcher and participants kept journals to corroborate findings.

- **Transferability**

This refers to the extent to which the research findings can be generalised. Lincoln and Guba in Maree (2016:124) put forward a case that transferability should be the construct used in qualitative research. The researcher employed purposive and snowball sampling methods to ensure applicability and the said methods indicated how the sample was included. In order to get an in-depth understanding on how parents participate in diversion programmes, the researcher employed exploratory, descriptive, contextual and phenomenological designs. In verifying the findings, the researcher provided a detail account of methodological processes.

- **Dependability**

Merriam-Webster (2009) in Maree (2016:373), describe dependability as the extent to which the researcher can replicate the research findings with similar participants in a different research content. Dependability in research is used in preference to

reliability and is demonstrated through the research design and its implementation; the operational detail of data gathering and the reflective appraisal of the project (Maree, 2016:124). For the purpose of this study, in order for the study to yield the same findings if replicated, the researcher sought for the assistance of his promoter with the aim of validating the transcripts with his field data. As indicated under transferability, research method employed were also unpacked.

- **Conformability**

Research findings are confirmable when other people corroborate them. Lincoln and Guba as cited by Maree (2016:125), describe conformability as the degree of neutrality or the extent to which the findings of a study are shaped by the participants and not by researcher bias, motivation, or interest. Strategies to increase conformability include triangulation and, in this context, reducing the effect of researcher bias (Maree, 2016:125). In this study data was verified through the recording of all interviews. Furthermore, transcripts were written in order to enhance data verification. The promoter was involved while transcribed and analysed text were taken back to participants in order to verify if what was written is the true reflection of what they have indicated. For authenticity of the study, the researcher consistently kept contact with his promoter regarding the findings as he is an expert in the subject matter.

3.4 CONCLUSION

This chapter outlined the methodology and methods followed. The research approach, design, population, sampling, sampling methods, data collection, preparation for data collection, data collection tool, piloting and data analysis were illuminated in this chapter.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF EMPIRICAL FINDINGS

4.1 INTRODUCTION

This chapter presents the empirical findings that emerged from the analysis of data which were spawned through open ended semi-structured interviews conducted with fifteen participants who consented to participate in the study and met the inclusion criteria. The empirical findings will be presented in accordance with the themes, sub-themes and categories recognised from broad analysis and transcribed data collected from participants in the study.

The themes, sub-themes and categories are depicted in the form of a figures bellow, (figures 4.1 to 4. 10). The empirical findings of the study are presented by deliberating each theme versus literature control and corroborated by extracts from participants' narratives. The concepts "parents and participants" will be used interchangeably throughout the entire study. This chapter is concluded with a summary of major findings and highlights of the achievement of the research goals.

4.2 BIOGRAPHICAL DETAILS OF PARTICIPANTS

This section provides the demographic data of the participants in the study. The concepts biographical and demographical will be used interchangeably. Fifteen parents of children in conflict with the law who completed diversion programmes in Vhembe District of Limpopo Province who met the inclusion criteria participated in the study. Table 4.1 below depicts the biographical details of the participants in terms of age, gender, marital status, and highest qualifications and ethnic group.

TABLE 4.1: BIOGRAPHICAL DETAILS OF PARTICIPANTS

P	Age	Gender	Marital status	Highest Qualification	Religious affiliation	Ethnic group
A	43 yrs	F	Married	>	Christianity	Venda
B	42 yrs	F	Divorced	<	Christianity	Venda
C	31 yrs	F	Single	>	Christianity	Venda
D	50 yrs	F	Widow	<	Christianity	Venda
E	50 yrs	F	Married	<	Christianity	Venda
F	48 yrs	F	Married	GR12	Christianity	Tsonga
G	36 yrs	F	Married	<	Christianity	Venda
H	44 yrs	F	Married	GR12	Christianity	Venda
I	30 yrs	M	Single	>	Christianity	Venda
J	41 yrs	F	Married	>	Christianity	Tsonga
K	31 yrs	M	Single	>	Christianity	Venda
L	43 yrs	F	Married	>	Christianity	Venda
M	40 yrs	F	Single	>	Christianity	Venda
N	35 yrs	F	Married	<	Christianity	Venda
O	37 yrs	M	Married	>	Christianity	Venda

KEY

KEY	MEANING
P	Participant
M	Male
F	Female
Yrs.	Years
>	Post-matric
GR12	Grade 12
<	Below matric

Of the total number of fifteen participants twelve were females, and three males. The involvement of females as opposed to males on one hand could suggest that more boy children without father figures are more likely to be in conflict with the law but on the other hand, it suggests that mothers are more supportive than fathers and are best custodians of the household.

Some participants in the study were married while others were single. Family set-up contributes to how the child behaves. Children with both parents are more likely to learn about awful behaviour outside home environment, in most cases from peers who act with audacity to impress others. Moreover, criminal acts are more prevalent among boys than girls. Similarly, mothers are more concerned than fathers in terms of

supporting children in conflict with the law. Consistently, this is the case in this study as out of fifteen participants only three were males.

Marriage is the starting point of family life cycle and the purposes of marriage are mutual love, friendship and happiness. Being a single parent means doing everything on your own, however, although independent, in times of need, one has to ask for formal external permanent assistance or informal assistance by the family members or relatives for the plight of the children (Manap, Kassim, Hoesni, Nen, Idris & Ghazali, and 2020:112). This is called a symbiotic relationship between single parents and their significant others. It is evident that achieving a comfortable work-life as a single parent is a strenuous, demanding and long process. Thus, despite being in charge of everything, single parents still struggle in terms of combining all their different responsibilities and roles (Manap et al, 2020:112). Additionally, the findings of the study by Abdulla (2019:536) found that when parents were single as a result of their partner's death or due to divorce, the experienced lack of spousal support affects them negatively to the effect that they are unable to cope with the increased demands on themselves as parents or guardians in the absence of their spouse.

Religion plays an integral part in the life of every human being in terms of instilling norms and values accepted by society and it helps shape the child to grow into a meaningful and responsible adult. All participants in the study are affiliated to Christianity. Barry and Abo-Zena (2014:61) indicate that one direct way in which parents influence their children is via modelling religious behaviours and parents' own religiousness has been found to be related to their children's religious development. According to Hunter, Friend, Williams-Wheeler, and Fletcher, 2012:3) places of worship are an important context within which children develop friendships and parents cultivate closer relationships. Correspondingly, children in conflict with the law in this study are being raised by religious parents, therefore, it can be suggested that behaviour is learned externally as all participants are Christian.

4.3 DISCUSSION OF THEMES, SUB-THEMES, CATAGORIES AND LITERATURE CONTROL

The researcher arranged the data from all the interviews with participants into themes, sub-themes and categories in terms of similarities and variances. The synopsis of the themes, sub-themes and categories generated from data analysis is provided in figures 4.2 to figure 10 below. Excerpts from all participants are presented verbatim, therefore it is a common cause that the language used is informal in terms of grammar and syntax. The themes, sub-themes and categories will be discussed in the subsequent section.

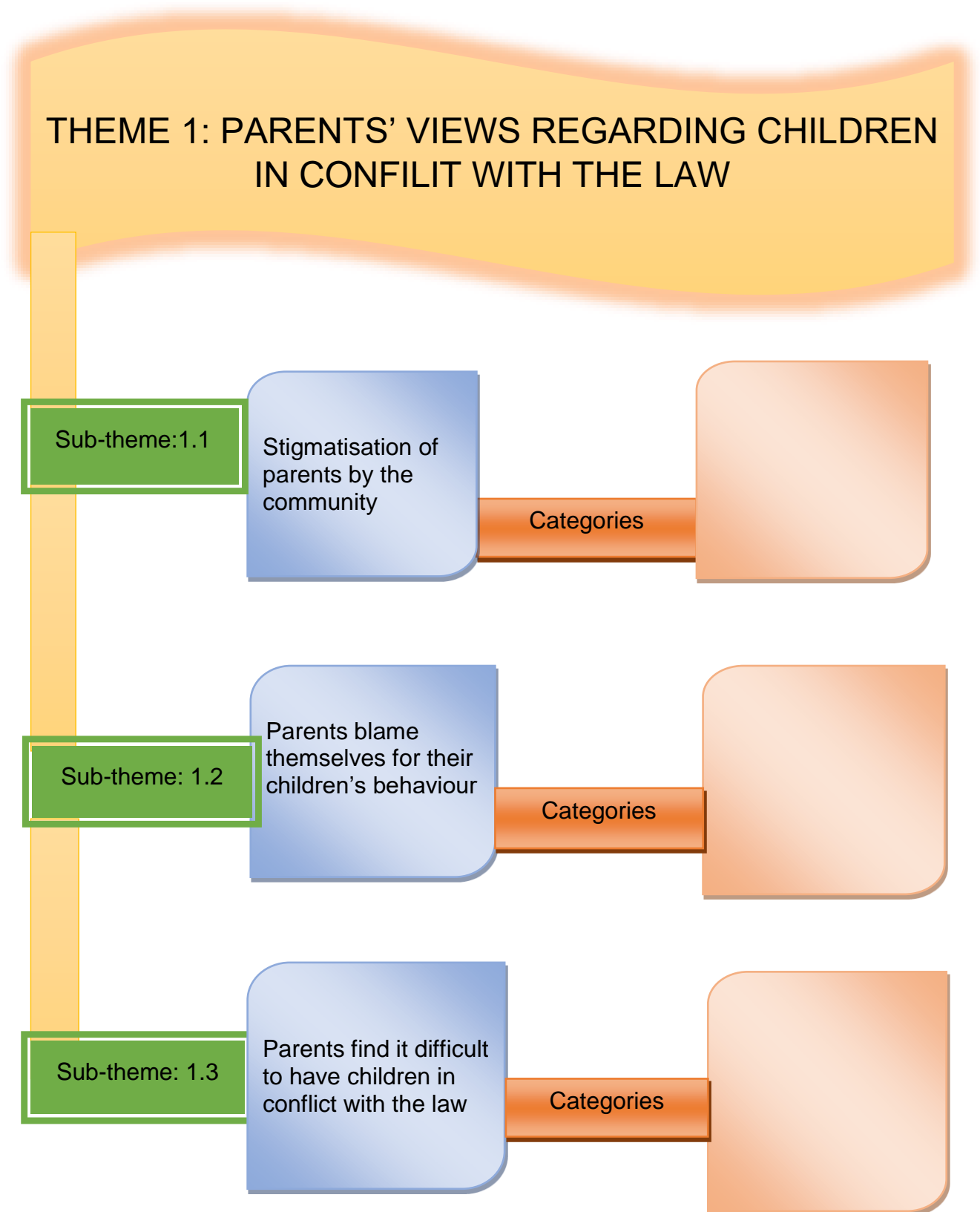


Figure 4.2

4.3.1 THEME 1: PARENTS' VIEWS REGARDING CHILDREN IN CONFLICT WITH THE LAW

Parents displayed their discomfort for being labelled as condoning the behavior of their children. They felt that they were rejected and alienated by their neighbours and community members based on their children's criminal behaviour. Involvement on criminal behaviour by children affects their significant others in one way or another.

4.3.1.1 Sub-theme 1.1: Stigmatisation of the parents by the community

Most parents find it very hard to have a child that is in conflict with the law. They indicated that it affects their day to day lives as they are expected to accompany their children to attend diversion programmes. The narratives below attest to how hard this issue is to parents:

“Eish! It is not easy, it is tough, exclusively when you were never apprehended in your childhood and youth. When you raise a child who is in conflict with the law you have questions such as which direction is this child taking? It is not only bad outside, it might happen home, it might be that way in his adulthood, it affect you, it affect your work, you abandon your work as you are expected to attend court. (Participant O)”.

“It is painful as parent you expect good things from your child, not to be in conflict with the law. It is painful as it disturbs my work schedule as I must accompany him. As a single parent I am forced to accompany him as his father is not readily available, we just phone him. If I can't go to work I must replace the day” (Participant M).

Sharing the same sentiments with the excerpts above, Participant K said the following:

According to me, as a parent it is not good as community deems you as a person who is influencing him to do crime. You find him good at home but once out of home environment, he is a different person. My feelings? I couldn't understand, I

was astounded, I spared him until he acknowledged that he indeed committed an offence. I couldn't understand. I asked myself what kind of child is he. He downgraded my dignity. (Participant K)

Contrary to the assertions by the two participants above, one participant had the following to say during interviewing:

"It is just not good. My child has tormented me. I don't want to lie to you. I feel very ashamed and shy when walking outside, more so when police coming to my house. You expect good things from your child, however, once he is in conflict with the law, I'm scared of finger prints taken. I don't know how it is going to culminate into. It further destroys the essence of his future. As a child, you are expected to accompany him to court. Outside people think he is being influenced by you". (Participant H)

From the above excerpts, it is clear that once the child is in trouble with the law, the parent is affected and for that reason, his/her work is affected. Moreover, the above assertions are consistent with the findings of Kleinhans (2013:177) and Abdulla (2019:574) studies which indicate that parents are stressed about their children and their own safety as well as their property for they are threatened by the community. The same studies' findings revealed that parents had their homes burnt due to their children's involvement in crime. Inconsistently, in the study's findings of Abdulla (2019:572) children were stigmatized as convicted criminals while their parents were worried about that. However, in this study, findings revealed the opposite wherein parents fear stigmatization by the community for the crimes committed by their children.

Participants also show discomfort when their children are in conflict with the law as neighbours and community members think they are responsible for the behaviour of their children. If you are a parent, there cannot be zero point of challenges.

4.3.1.2 Sub-theme 1.2: Parents blame themselves for their children's behaviours

For Carretta (2018:4) self-blame is a type of appraisal where one assumes personal responsibility for the cause of negative event or situation. Additionally, people who blame themselves for the behaviour of others may feel more helpless and more likely to experience heightened negative emotions and use maladaptive coping processes, thereby increasing their risk of psychotherapy (Carretta, 2018:6). This is in line with the findings of the present study in the sense that participants blame themselves for they think they have failed in terms of upbringing their children in a rightful way. The participants indicated the following:

“Outside the home environment it is as if the family is dysfunctional. People out there think the behavior of the child is learned from home. It is just not good to have a child in conflict with the law. I was unable to cope.” (Participant D)

The above assertion by Participant D was supported by Participant J who uttered the following statement:

“Eish! It is not good, it is difficult, but after the programme is better. You are like a parent who is unable to up-bring your child. He could hardly listened to you before the programme.” (Participant J)

Correspondingly, according to Kruger and Adams (1998:288) sometimes it becomes evident that an individual child's problem has developed as a result of a dysfunctional family setting, therefore, the child's behaviour is then a symptom of, or a reaction to, a wider problem of the family which needs professional intervention. For example, living with a parent who abuses alcohol may trigger the child to also engage himself/herself in such activity. Similarly, Diamond (2016:82) contends that lack of parental co-operation triggers the child's involvement in anti-social behaviour. It was further indicated that positive parental involvement is key in ensuring a successful outcome in any form of intervention with the child in conflict with the law (Diamond; 2016:84, Kleinhans; 2013:46).

4.1.1.3 Sub-theme: 1.3 Parents find it difficult to have children in conflict with the law

Pantell, Fries and Vickery (1990:118) point that “if you are alive, you have got troubles, having children proves the point; along with enormous amount of pleasure comes trouble”. In the same way we talk about the child development, we can think of parental development and each milestone achieved by the child implies a response on the part of the parent which is also developmental (Pantel et al., 1990:118). Evidence to this is displayed below by the participants’ narratives:

“It is difficult, People outside regard you somehow. They consider you as the person who sent the child to behave irresponsibly. You feel very much embarrassed when you are in the company of others. My feeling is that when I walk I am not free, I feel people deem me somehow, and they think I am responsible for the child’s behaviour”. (Participant A)

THEME 2: PARENTS' FEELINGS REGARDING CHILDREN IN CONFLICT WITH THE LAW

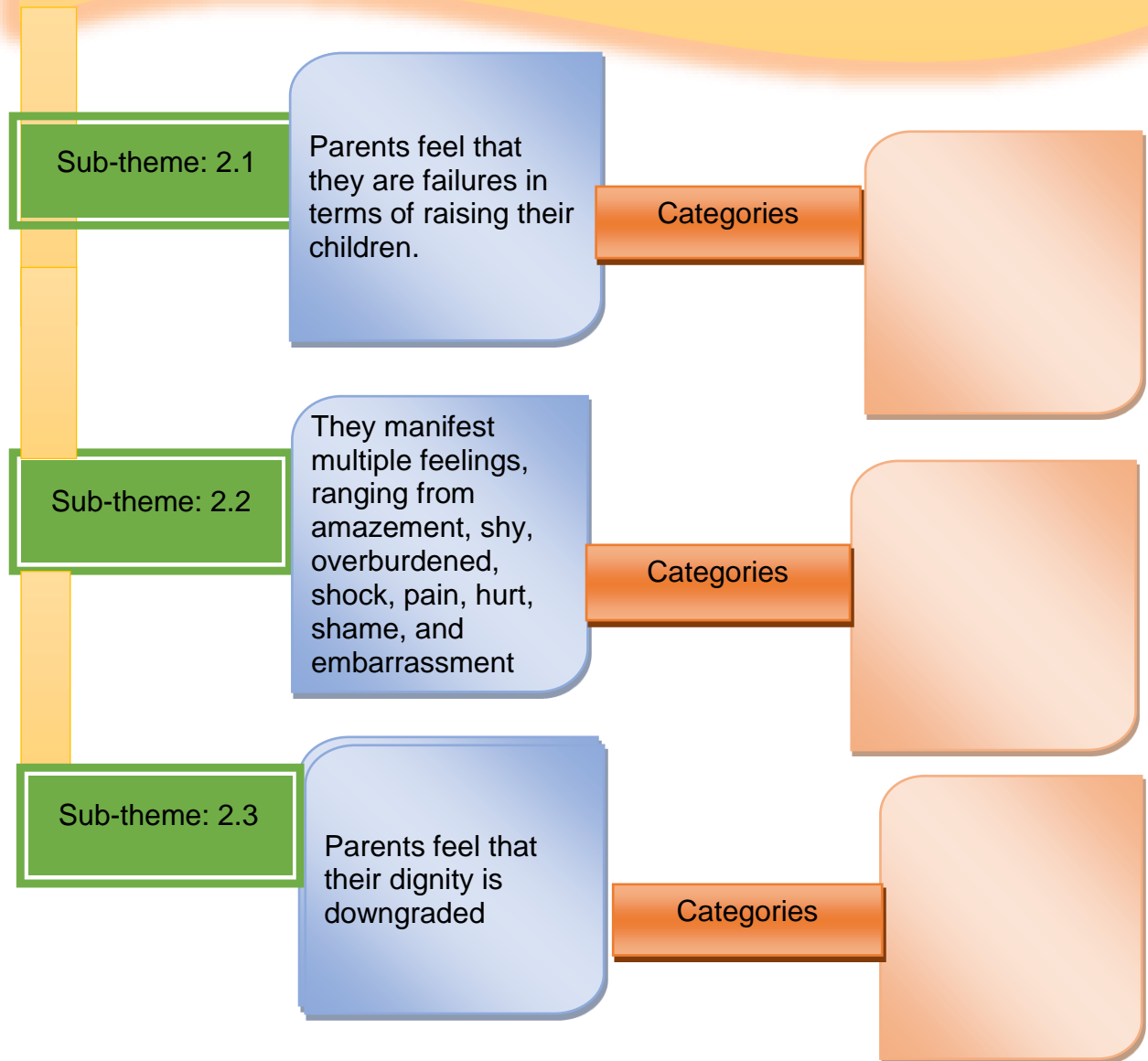


Figure 4.3

4.3.2 THEME 2: PARENTS' FEELINGS REGARDING CHILDREN IN CONFLICT WITH THE LAW

Parents displayed multiple feelings and emotions following their children's involvement in criminal activities. It was quite evident that the behaviour of the children in conflict with the law is consuming their parents' capacity to cope with the challenge they face.

4.3.2.1 Sub-theme 2.1: Parents feel that they are failures in terms of raising their children

Parents manifest various feelings including regarding themselves as failures for the behaviour of their children. The findings of Abdulla (2019)'s study suggest that most parents could not deal with their children's behaviour and felt that they required professional assistance because when assisted professionally, they could manage the behaviour of their children. Understandably, parents may regard themselves as failures in response to their children's behaviour because attributing to self implies that the behaviour of their children is controllable, therefore, they have failed in executing their parental roles and responsibilities (Carretta, 2018:6). Consequently, the same author points out that children of depressed mothers are at an increased risk for experiencing symptoms of depression and anxiety throughout development. It is evident from literature that symptoms showed by parents might be cascaded to children, so, an effective intervention strategy is needed as requested by participants in this study. This is corroborated by their narratives which are presented below:

Participant I: Whenever I look at my age I feel I failed to look after the child. The burden is that people think the child learns bad behaviour from you.

In supporting the above narratives, Participant J indicated the following:

“Eish! It is not good, it is difficult, but after the programme is better. You are like a parent who is unable to up-bring your child. He could hardly listen to you before the programme”. (Participant J)

4.3.2.2 Sub-theme 2.2: Parents manifest multiple feelings ranging from amazement, shy, overburdened, shock, pain, anger, hurt, shame, embarrassment and depression.

Parents are stressed as they are concerned about their children’s safety on a daily basis, moreover, two parents were exposed to their own threat and safety as well as safety of their properties. The findings further indicate that eventually, these two parents had their homes torched as a way of retaliation. It is evident from the above scenario that parents are persecuted for the evils they did not commit (Abdulla, 2019:574). All parents become frustrated and angry with their children and these are natural feelings which are accepted in everyday lives, however, such anger should be displayed (Pantell et al., 1990:121). The same authors further stress that the temperament of children clearly has its foundation in the temperament of parents. Parenthood is a skill that must be learned as human beings pass through different developmental life stages. The study is in line with the proclamation by the above literature as confirmed by the participants’ following tales:

Participant B: It is difficult. It is very difficult. It is not easy because you feel overwhelmed, stressed and overloaded. You are like a frustrated person. You don’t feel well. You ask yourself questions such as what is happening. What is the problem now? You will never know your child. You will only get to know your child once there is a problem. The community and neighbours label you as the contributory factor to the behavior of the child. They think the child is spoiled or you are overprotective.

“It is just not good. My child have tormented me. I don’t want to lie to you. I feel very ashamed and shy when walking outside, more so when police coming to my house. You expect good things from your child, however, once he is in conflict with the law,

I'm scared of finger prints taken. I don't know how it is going to culminate into. It further destroys the essence of his future. As a child you are expected to accompany him to court. Outside people think he is being influenced by you.”(Participant H)

Parenthood is a skill that must be learned as human beings pass through different developmental life stages. Parents feel they are failures in terms of raising their children. They blame themselves for their children's behaviour. They also feel embarrassed, shy, shame, downgraded, pain and hurt. They regard the community to be alienating and disowning them meanwhile they have done nothing wrong that warrants how the community responds.

4.3.2.3 Sub-theme 2.3: Parents feel that their dignity is downgraded.

Parents' spirit seems to be lowered to the lowest level as they feel the behaviour of their children downgraded their dignity. Furthermore, parents feel they are worthless as their children put them in the lowest ebb. The findings reveal that the self-worth of the participants has been overtaken by lower dignity which was eminent after their children were engaged in diversion programmes. Children of depressed mothers are at increased risk for experiencing internalizing symptoms of depression and anxiety throughout development (Carretta, 2018:2). The below narratives bear testimony as to how parents' dignity was reduced to the lowest level:

“Mmh! Feelings! There are multiple of feelings, involved, from- starting-ranging from various expressions. Mainly for myself I feel rather confused and discombobulated with everything that is currently going on, it is not an easy time to go through”. (Participant C)

“According to me, as a parent it is not good as community deems you as a person who is influencing him to do crime. You find him good at home but once out of home environment, he is a different person. My feelings? I couldn't understand, I was astounded, I spared him until he acknowledged that he indeed committed an

offence. I couldn't understand. I asked myself what kind of child is he. He downgraded my dignity". (Participant K)

Adding on, one participant alluded that:

"For me it is a difficult and challenging time handling the situation and I think getting help and support from that party would be useful". (Participant C)

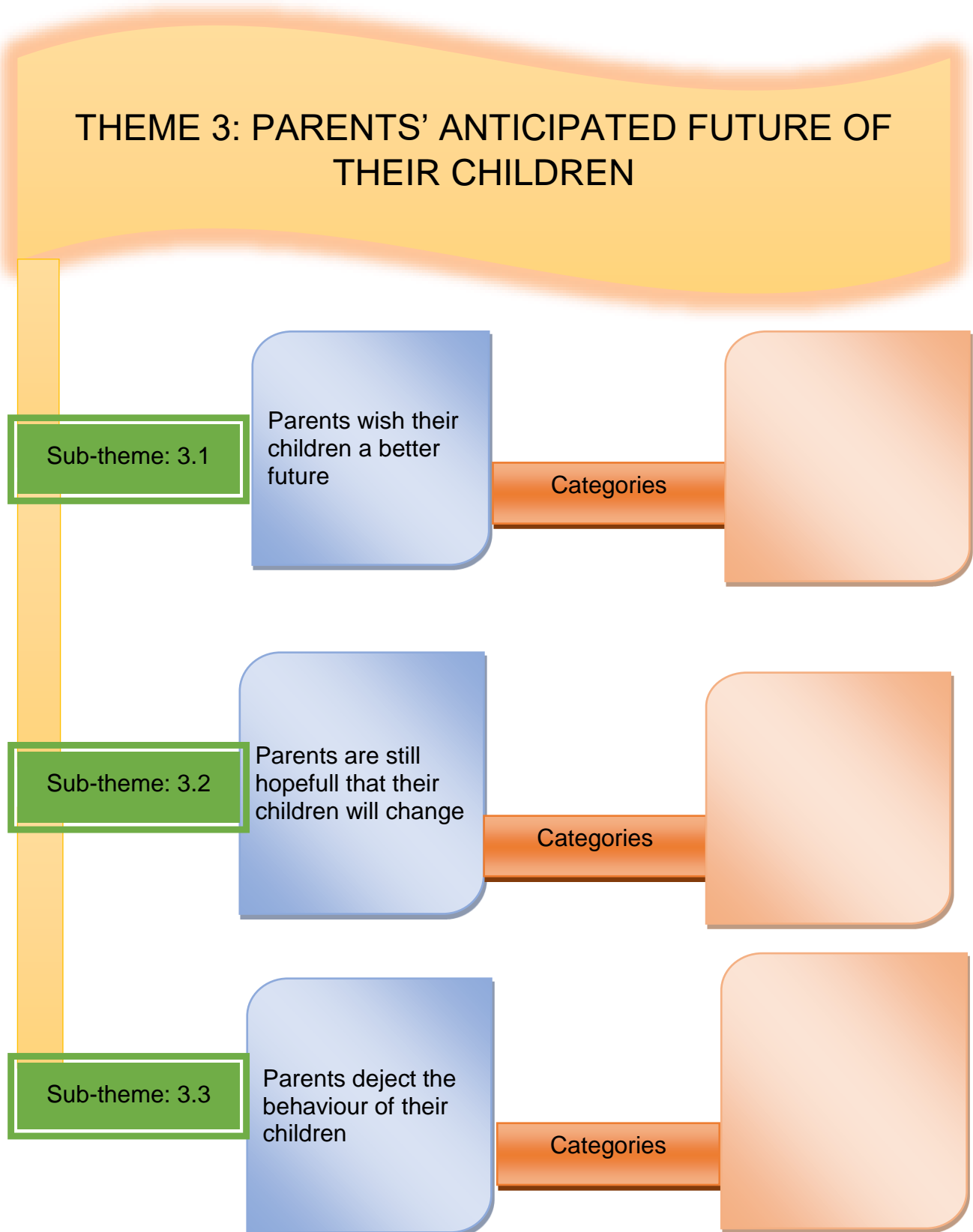


Figure 4.4

4.3.3 THEME 3: PARENTS' ANTICIPATED FUTURE WITH THEIR CHILDREN

Parents are still of the opinion that all is not lost in spite of the fact that their children have clashed with the law. Thus, they still strongly believe that their children's behaviour will change and eventually, they will be meaningful adults who conform to moral obligations of society.

4.3.3.1 Sub-theme 3.1: Parents wish their children a better future

According to the study's findings of Paul and Paul (2020:116), nearly all parents desired their children to have a better future and wished them to remain in the family despite being in conflict with the law. Consistently, even in this study participants rallied behind their children in terms of wishing them well in their future endeavours in terms of every sphere of life and the arguments below bear testament:

"I want him to accomplish his dream, live good life and teach other good things, not live unpleasant life". (Participant K)

"I asked Social Workers, they assured me that his fingerprints were not taken. I still want him to accomplish his vision. I have budgeted for his education. His success is my success." (Participant O)

4.3.3.2 Sub-theme 3.2: Parents are still hopeful that their children will change

All parents become frustrated and angry with their children and these are natural feelings which are accepted in daily lives. According to De Witt (2009:250), having hope for the future of children is ideal for every parent. It is also undisputable that almost always, parents are acting from a very strong desire to do what they believe to be the best for the child (Hubbard, 1984). It is the wish of every parent that one day their child will change and lead a normal life as indicated by participants' expressions in this study as follows:

“If I could offer him my heart I would offer him a heart to be a Priest. In actual fact, I need him to be a leader showing people how to lead a normal life.” (Participant B)

“I want him to accomplish his dream, live good life and teach other good things, not live unpleasant life.” (Participant K)

4.3.3.3 Sub-theme 3.3: Parents deject the behaviour of their children

The researcher arranged the data from all the interviews with participants into themes, sub-themes and categories in terms of similarities and variances. The synopsis of the themes, sub-themes and categories generated from data analysis is provided in figure 4.5 below. Parents disapprove the behaviour of their children. Hubbard (1984) states that parents should ensure that children should become informed of what is legal and what is illegal and make it known, that they do not approve of illegal acts at all costs. This is clearly manifested by the following extract from one of participants' narratives during data collection:

“Esh! Vision? He would end up in jail. That is that. Nevertheless, my wish is that he reforms like other children.” (Participant D)

“I had a very good vision about my child, however, following his involvement in criminal activities, that vision is diminishing bit by bit. His future is now questionable. But as a parent I can't just fold my arms and watch him. I will fight tooth and nail as a parent in trying to mold his behavior”. (Participant H)

THEME 4: PARENTS' VERSION OF THEIR CHALLENGES WHEN THEIR CHILDREN ARE ENGAGED IN DIVERSION PROGRAMMES

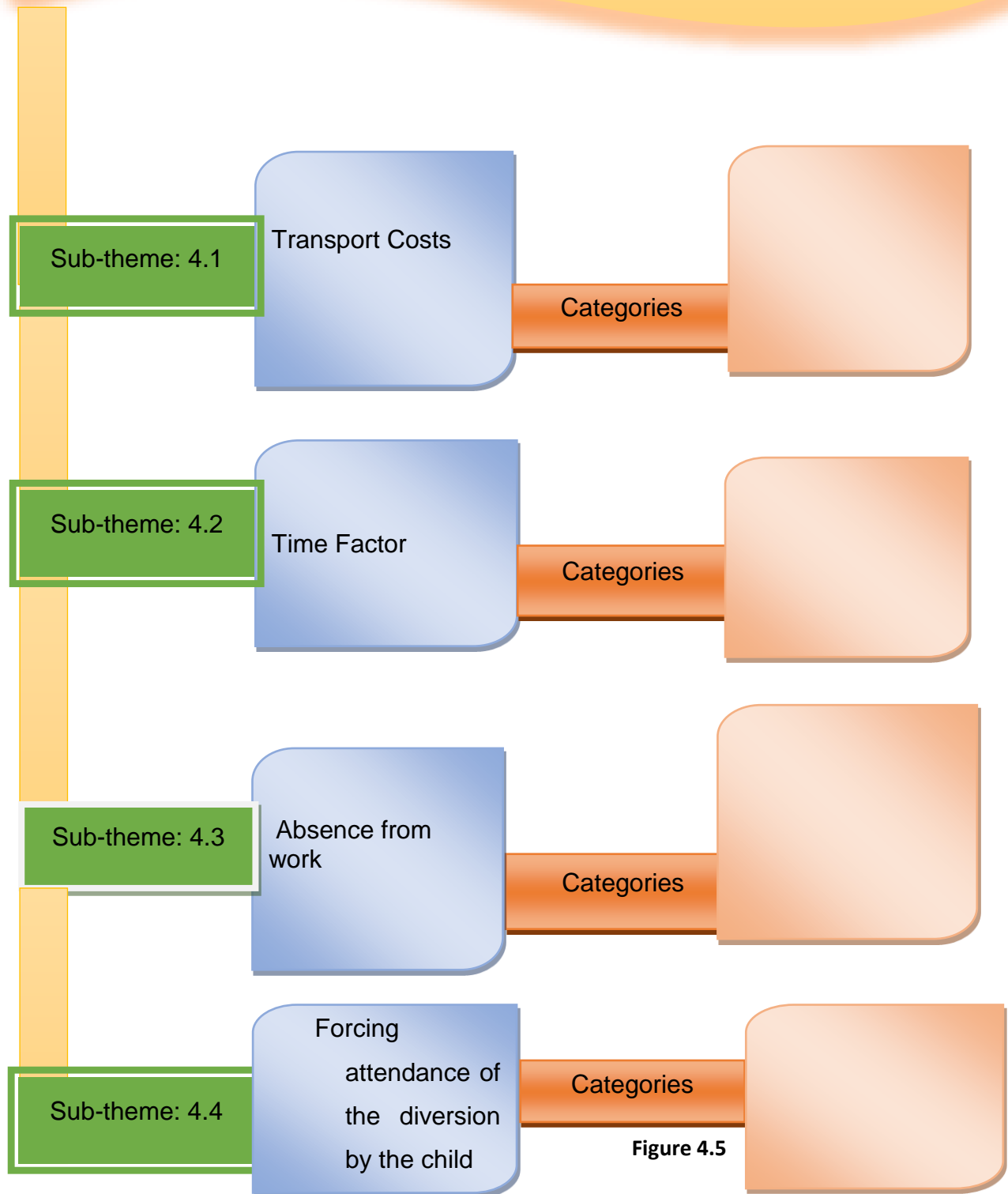


Figure 4.5

4.3.4 THEME 4: PARENTS' VERSION OF THEIR CHALLENGES WHEN THEIR CHILDREN ARE ENGAGED IN DIVERSION PROGRAMMES

In this theme parents outlined barriers they encountered while children were engaged in diversion programmes. Thus, challenges are inevitable when children are involved in diversion programmes. In this study, time factor, transport costs, absence from work and having to force children attend diversion programmes were noticed as challenges pertaining to implementation of diversion programmes.

4.3.4.1 Sub-theme 4.1: Transport costs

Another hiccup which was cited by participants was travelling costs for them and their children as there is no government provision. Harvel et al. (2004:5) and Muyobela (2016:44) attest the afore-said challenge pertaining to the implementation of diversion programmes. This is also the case in the present study as corroborated by the participants' narratives below:

"My challenge was that I was expected to make transport provision for two people." (Participant A)

"Going up and down, lending money for transport as I'm unemployed. In fact, I'm self-employed but due to Covid 19 I'm confined at home." (Participant E)

The above narratives show the intensity of the barriers encountered by parents when their children are in conflict with the law. It was clear from research findings that transport cost is complicating the implementation of diversion programmes.

4.3.4.2 Sub-theme 4.2: Time factor

Participants indicated that one of their barriers while their children were engaged in diversion programmes was time which was spent while accompanying their children to the diversion programmes. This is in line with the findings of Abdulla (2014)'s study

which revealed that the parents expressed that they found it burdensome to increase the amount of time and effort in fulfilling their monitoring role regarding diverted children. Time factor was also indicated as a challenge as demonstrated by participants' descriptions below:

“Adapting to change was quite challenging, other than that, time and communication was an issue.” (Participant C)

“My challenge was that I never had time to be with him due to work, I had no time to go up and down. I borrowed money to get to...” (Participant G)

4.3.4.3 Sub-theme 4.3: Absence from work

Parents alluded that they were confronted with a profound challenge to the effect that losing one's job was eminent. Nowadays parents are obliged to work as the income is generated externally unlike in the olden days wherein livelihood was within the family through subsistence farming, therefore, they are compelled to leave their children in the care of others who provide nurture for a substantial part of the day for those who are able to return daily and for a longer period for those who could return weekly, fortnightly and monthly (De Witt, 2009:17).

It should also be understood that it sometimes becomes impossible to come home on a monthly basis due to distance between home and employment place. Parents who do not outsource parenting are at the risk of having their salaries reduced or even job loss if they prioritize accompanying the child at the expense of their employment. Evidence to this is displayed by the below story lines as narrated by the participants:

“As a guardian you go up and down, abandoning your work and compromising your children at school”. (Participant J)

“I lost money, I borrowed money, and I lost employment opportunities, I was called for interview at the same time when I was also

needed and I chose to assist him.” (Participant K)

The above assertions by participants is consistent with the findings of Abdulla (2014)'s study that as most parents were employed, they had to take time off from work to take their children to the diversion programmes. Participants expressed how their absence from work could put their employment into jeopardy, therefore, it can be suggested that if the solutions for the afore-said challenges could be provided, implementation of diversion programmes could be effective and without hindrance, resulting in children benefiting.

4.3.4.4 Sub-theme 4.4: Forcing attendance of the programme by the child

It is crucial for parents to liaise with Probation Officers or implementers of diversion programmes. Consultation of implementers of diversion programmes, beneficiaries and parents prevents noncompliance and strengthens effectiveness of diversion.

Children are not the same, some are self-motivated which is called intrinsic motivation whilst others require to be motivated by others which is called extrinsic motivation. The involvement of parents in diversion programmes is important for the purposes of monitoring attendance of the child while placed under diversion (Ntshangase, 2016:86). This is in line with the provision of the Child Justice Act 75 of 2005 which requires parents to ensure that their children comply with the diversion order and any other conditions as contemplated in the order. Parents' involvement in diversion programme was emphasised by participants as important in them being able to encourage their children's compliance (Abdulla, 2014). Findings reveal that parents found it very strenuous to ensure their children's attendance /of diversion programmes. The study's findings were supported by the following chronicles by participants:

“Sometimes you need to boost him to attend. As a youth I would seek advice from you, advice from the elderly and the implementers of diversion programmes.” (Participant I)

“My challenge was money, I had to verify through the phone whether the child reached the office.” (Participant N)

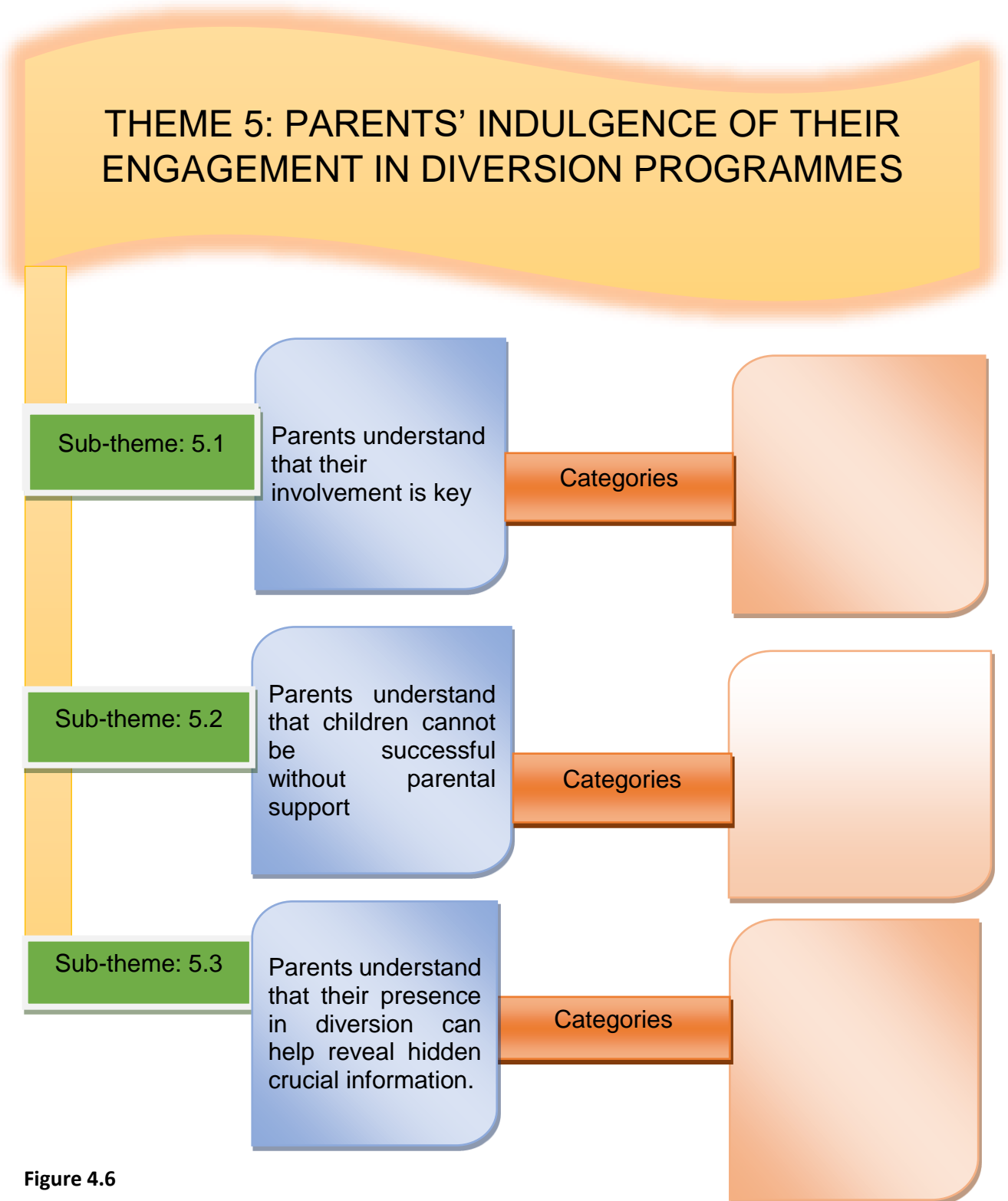


Figure 4.6

4.3.5 THEME 5: PARENTS' INDULGENCE OF THEIR INVOLVEMENT IN DIVERSION PROGRAMMES

4.3.5.1 Sub-theme 5.1: Parents understand that their involvement is key

Parental involvement is crucial as it fosters relationships of children with parents. The learning model of parent-child interaction and a social information processing model, which emphasizes the bi-directionality of interactions between caregivers and their children (Ward et al., 2016:155). The active involvement of parents whether as recipients, extenders or managers of services during their contact with the child justice system is widely assumed to be crucial (Burke et al, 2014:39). Parents could assist in terms of providing environmental changes at home to create the best life possible. Additionally, lack of care for the children, challenging family environments, parental illness, parental conflicts, drug dependence of parents, etc. can have a significant impact on the healthy development of children Price, 2015:24). Abdulla (2019:361)'s findings highlighted the need for parents to be included as service advocates and policy developers. The below excerpts support how parents are eager to participate in diversion programmes:

It is very important to be party to the programme as you will be familiar with what the child is exposed to that will make him make amends and see how best the child's behavior could be shaped. Parents should go to the programme as learning is inevitable, including I for one for children to see that we indeed care. Iron sharpens. (Participant B)

"The Act I have just mentioned is the one that the Social Worker indicated that it requires the child to be always be in the company of a parent throughout the entire process. Let me be involved until the end. Let me be with him, let me be with him." (Participant H)

"Let the parents be party to diversion so that they could assist others." (Participant M)

In agreement with the above, one participant had the following to say:

“Parents take things for granted, they should be involved when their children are rehabilitated.” (Participant J)

4.3.5.2 Sub-theme 5.2: Parents understand that children cannot be successful without parental support

According to the findings of the study by Kleinhans (2013:177), the child’s success in the real world in large part is the job well done by parents, and these collaboration engagements strategies should be the subject of ongoing support, monitoring and developments. Kleinhans further indicates that it requires active collaboration and should be proactive rather than reactive.

In Nigeria for states to strengthen parental involvement, states parties may also consider requiring the consent of parents, in particular when the child is below the age of sixteen years as shown in Ogunniran (2013:11)’s findings. Many children who found themselves on the wrong side of the law are the products of dysfunctional families, hence parental support is key. For Ward, Van der Merwe and Dawes (2016:127), positive child development happens when the child is socially embedded in the family and the systems that support and promote his/her development. This statement is in agreement with the findings of this study that the whole child is a child when there is a parent next to him/her. In terms of a circle of courage in the developmental approach, the child with a sense of belonging is likely to succeed in life as opposed to a child with no adequate parental support or a person to lean on.

Monyatsi (2009:13) contends the following as contributory factors to children’s criminal behaviour; being brought up by a single parent or in an extended family, parents with little respect for themselves and inconsistent discipline patterns, lack of affection and cohesion in a home and being rejected by parents. Contrary to the above contention, the study by Makofane (2015:28) indicates that children brought up by their grandparents are said to be performing better in issues of health, academic and

behaviour and this is attributed to loving and caring environment provided by grandparents. Monyatsi (2009:310 further added that it is very important for the multi-disciplinary team working with children in conflict with the law to constantly consider the particular child's significant family members in the entire intervention process. Children cannot handle their environment alone as they have no real resources, for that fact, they need assistance and love to make it. A child is like a blank slate, if you write the wrong things on it, it will say a wrong things, but unlike a blank slate, a child can begin what has been written already (Hubbard, 1984). Parents do fulfil the role of accompanying their children during diversion programmes and they need support in fulfilling their role (Abdulla, 2019: 217).

The child should see that my mom supports me, dislike my behaviour. When I'm physically there, the chill will notice that I'm hurting my mother, as a consequence, the child will refrain from this. (Participant B)

In supporting Participant B, Participant E indicated that:

"Children in conflict with the law need support from both parents and practitioners."
(Participant E)

From the quotations above it is undeniable that parents are more than prepared to be party when their children are engaged in diversion programmes.

4.3.5.3 Sub-theme 5.3: Parents understand that their presence in diversion can help reveal hidden crucial information

Stakeholders should take responsibility and accountability of all services mandated to them (Department of social Development, 2015:36). The following roles of parents/guardian/family representative were outlined by the Department of Social Development: Parents are usually the first to notice that their child is not developing according to societal norms and standards (Gordon & Brown, 2009:118). On the other hand, Hubbard (1984) adds that parents are the first to detect the anti-social behaviour of their children and they should be encouraged to reject them. Parents should be

exemplary to their children. When children are surrounded by strangers, they do not feel at ease, however, in the event of the presence of their significant others, particularly their parents, the level of self-disclosure is very high. This is supported by the following assertions by the participants:

The more you are close to him the more he will reveal hidden information. It is important for parents to be with their children during diversion programmes. You need to see it yourself as sometimes the child might lie."

"Children are good, however, they want to protect themselves. Parents provide hidden information. These programmes are for parents also. Parents are able to know what is expected of them at home." (Participant O)

THEME 6: PARENTS' UNDERSTANDING OF THEIR ROLES AND RESPONSIBILITIES IN DIVERSION PROGRAMMES

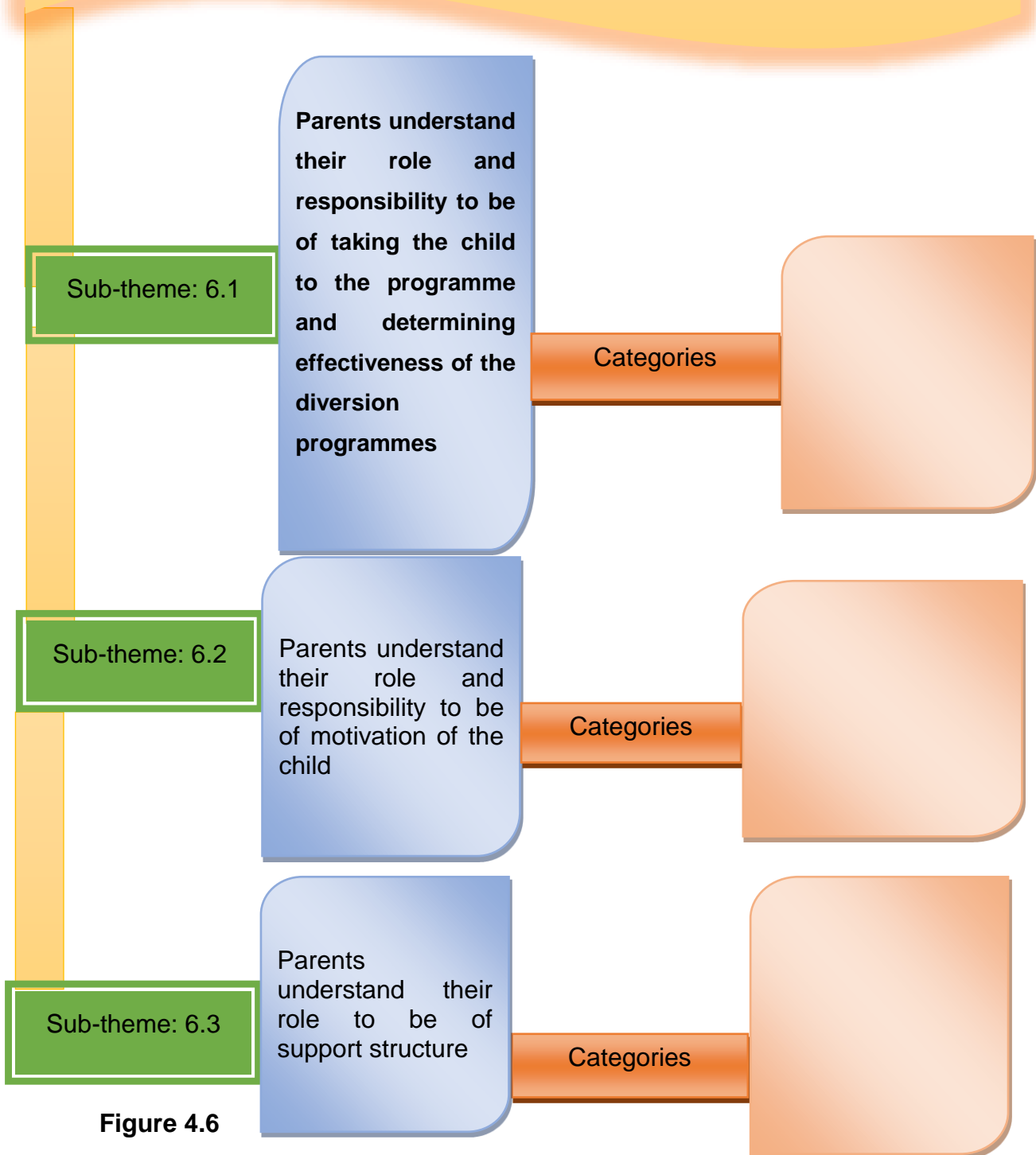


Figure 4.6

4.3.6 THEME 6: PARENTS' COMPASSION OF THEIR ROLES AND RESPONSIBILITIES IN DIVERSION PROGRAMMES

Stakeholders should take responsibility and accountability of all services mandated to them (Department of social Development, 2015:36). The following roles of parents/guardian/family representative were outlined by the Department of Social Development:

- Visit the child during confinement in the Child and Youth Care Centre;
- Sign the working contract conditions for participation and cooperation;
- Participate in family sessions in the institution and diversion programmes;
- Monitor and supervise the child and measure the progress on the reintegration and after care;
- Support the child and initiative agreed upon and provided; and
- Ensure that the child smoothly adjusts in the family and community.

4.3.6.1 Sub-theme 6.1: Parents understand their role and responsibility to be of taking the child to the programme and determining effectiveness of the diversion programmes

"It is good for the parent to be involved in order to verify whether the programme is indeed going to be helpful and assist in changing the behavior for him to be progressive in life." (Participant B)

"I have the responsibility to take the child to the programme, I should also attend. Thus how I understand it." (Participant J)

4.3.6.2 Sub-theme 6.2: Parents understand their role and responsibility to be of motivation of the child

Parents are of the opinion that when their children are placed in the diversion programmes, it is their responsibility to ascertain their children's attendance through

regular communication with the Probation Officers or implementers of diversion programmes. Kruger and Adams (1998: 139) define motivation as an internal process that arouses, guides and maintains behaviour. Rewarding good behaviour and reprimanding anti-social behaviour is a form of external motivation which is sometimes called extrinsic motivation. For example, when a child is no longer involved in criminal activities he may be motivated to continue with such behaviour by being bought a bicycle, however, when there is an educational excursion say to Cape Town during Winter recess, the child could forfeit that privilege on the basis of having failed to behave in accordance with the accepted norms and values of the society. The findings of the current study are consistent with the findings of the literature cited above and is also in agreement with the following statement by one of the participants:

“Ooh! Ok, basically, mine is to motivate the child, monitor him and check progress in terms of what he has done”. (Participant I)

: Parents have the responsibility to support their children, they must motivate them and ululate them when they have done something wonderful.” (Participant H)

4.3.6.3 Sub-theme 6.3: Parents understand their role to be of support structure

According to McConkey (1985:20), it is an established fact that children need the support of the parents as active participants for the success of any intervention programme. In the education fraternity, the successfulness of the child is dependent on the support received from the parents. Children are provided with opportunities for fulfilling their basic needs, such as food, shelter and clothing, they are afforded safe and protective homes and neighbourhoods in which to grow up and opportunities through education, support and nurturing in order to fulfil their potential (Department of Social Development, 2011:24).

Pantell et al (1990: 118) posit that the role of the parent is to be responsive and supportive of a child's development, while at the same time monitoring their own development as parents and marital partners. Children's social development is dependent on others in their lives and parents are no exception. De Witt (2009:27) indicates that in the child's entire development process, the essential support is given

by the child's parents or guardians in the absence of parents either through death or employment commitments. Moreover, the involvement of parents as partners in the diversion programmes provides an on-going system which can reinforce the effects of the programme while it is in operation and helps to sustain children when the programme ends (McConkey, 1985:23).

In agreement with the affirmation by the above literature, participants in this study hinted that:

"Parents have the responsibility to support their children, they must motivate them and ululate them when they have done something wonderful. I will support him each time I need to assist him." (Participant I)

"My role and responsibility is to cooperate because your child will not get assistance if you do not cooperate and the problem cannot be resolved." (Participant O)

Adding on Participants I and O, Participant K indicated that:

"The child is not a child without the parent. The child needs parents in his whole life." (Participant K)

THEME 7: PARENTS' PROFFERED SUGGESTIONS ON THEIR PARTICIPATION IN DIVERSION PRORAMMES

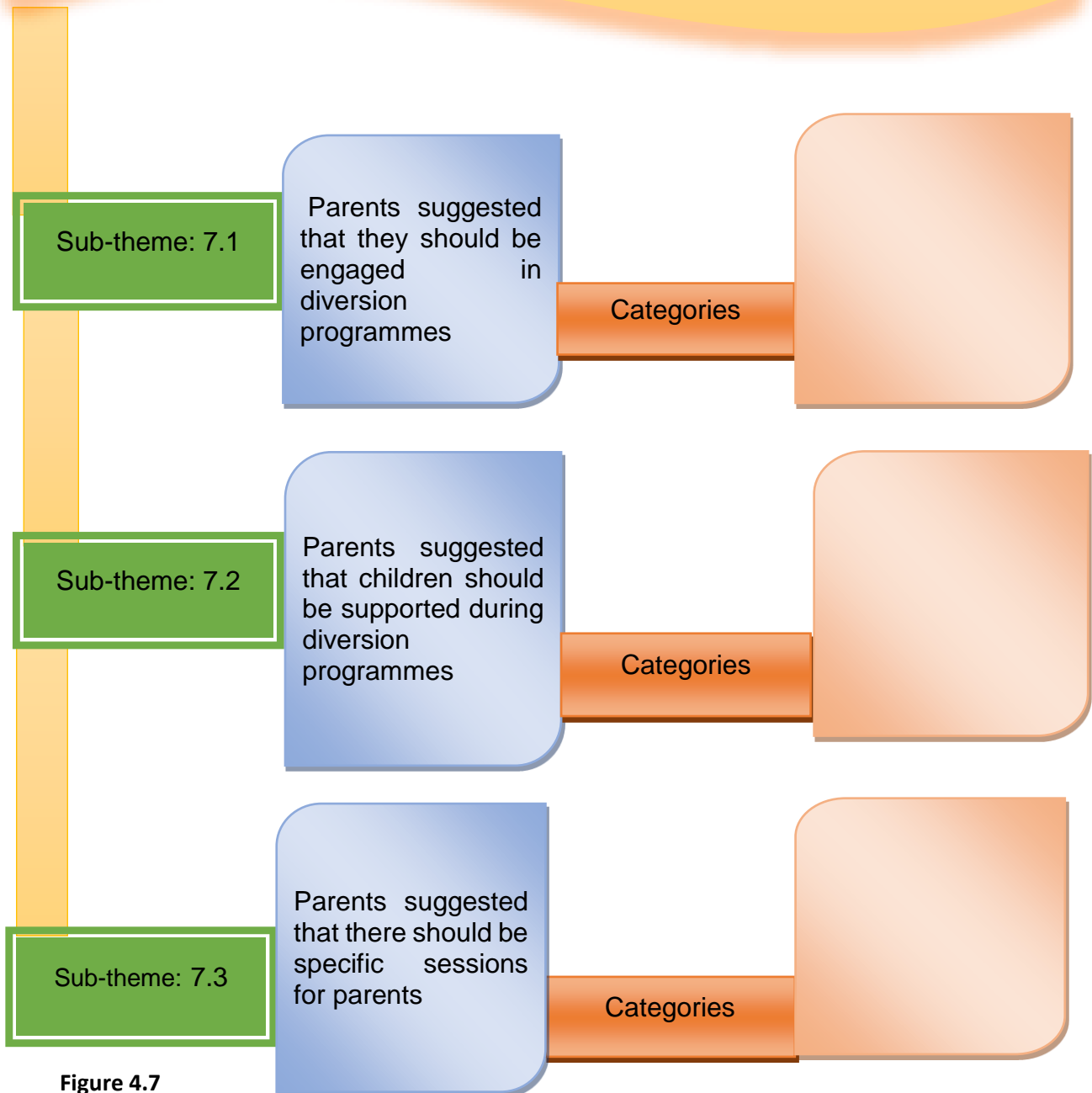


Figure 4.7

4.3.7 THEME 7: PARENTS' PROFFERED SUGGESTIONS ON THEIR

PARTICIPATION IN DIVERSION PROGRAMMES

In this theme, participants proffered various suggestions on how they should be engaged in diversion programmes.

4.3.7.1 Sub-theme 7.1: Parents suggested that they should be engaged in diversion programmes

In a democratic education system, parents are regarded as important stakeholders and partners in education, and their participation in educational management and governance is indispensable as they are responsible for the payments of school fees, and in turn they are granted a voice in management and governance of the school (Meier, & Marais, 2007). Parental engagement in the education of their children is a clear indication that the same could be escalated in the implementation of diversion programmes in terms of establishment of membership clubs as articulated by participants in this study.

Harvel (2004), Kleinhans (2013), Sibisi (2016) and Ntshangase (2016) assert that parental involvement is crucial due to the following fundamental reasons, the relationship between the parent and the child often contributed to the child's behaviour, therefore, greater parental participation can improve the parent-child relationship, or highlight the conflicts so that the appropriate programmes can be provided for both; the custodial parent may be able to provide important information about the child's behaviour that can assist facilitators to implement the relevant programme/s; and meetings with both parents can aid them in compromising and coming to agreement on discipline and other child rearing issues and this could improve their joint parenting skills. Consistently, this is what participants suggested in this study that they should be involved in diversion programmes of their children and that they should be capacitated. On the other hand, what has been observed in this study is that mothers are more involved than fathers in terms of supporting their children when they are in conflict with the law. Feeney et al (1983:320) indicate the following important assertion:

As parents participate in diversion programmes they:

- Have an opportunity to learn about how children are guided in their growth and development;
- Gain firsthand insight into the meaning of the programmes that they are able to use at home;
- Gain a sense of competence and a feeling of being needed as they contribute to the programme and;
- Develop relationships with other parents in the programmes.

As parents participate in the diversion programmes children:

- Have an opportunity to see their parents in different roles;
- Become acquainted with different adults who have different skills, feelings, and ways of relating to others;
- Have more individualized attention available to them, and with individuals and small groups; and experience the bigger picture of what programmes are all about.

When parents participate Facilitators of the programmes:

- Have a chance to expand their programmes because of increased assistance;
- Can learn from knowledge and expertise parents bring and share;
- Can contribute to the competence of parents and help them to move into the new types of growth and involvement and;
- Have a chance to reach parents who are not yet involved.

Involving parents in the daily diversion programme takes some additional planning, however, the results are rewarding Feeney et al. (1983:321) assert that parent participating programme can be somewhat complicated, particularly at the beginning, so as a facilitator you may want to start planning it in easy stages until it becomes comfortable for both you and the parent. The same authors add that there are many

ways that parents can become involved in the implementation of diversion programmes, namely, they can observe their children while engaged in diversion programmes; visit the programme centre for special occasions; assist during wilderness programmes; and work with children in the programmes. It is however, very crucial to allow parents to participate in ways that they feel comfortable and to offer them support in developing skills as they cannot in any manner be treated like children. Actually, starting with a simple task could ignite parents to participate wholly with aplomb. Most services were standstill during lock down due to Covid-19 pandemic but life must continue. It is on this basis that parents should be equipped with parenting skills so as to assist their children at homes indoors in times of crises such as mentioned above, and this is in line with the findings of this study as narrated by the participants as follows:

“It is very important to be party to the programme as you will be familiar with what the child is exposed to that will make him make amends and see how best the child’s behavior could be shaped. Parents should go to the programme as learning is inevitable, including I for one for children to see that we indeed care. Iron sharpens another iron, thus this should be a reciprocal type of relationship. Together we can.” (Participant B)

“Mm, ok. It appears I have been indicating that throughout. When he appears in court I’m expected to be present meanwhile during the attendance of the diversion programme I’m not involved. I want to know what he is being trained or taught about is. Involve us. The Act I have just mentioned is the one that the Social Worker indicated that it requires the child to be always be in the company of a parent throughout the entire process. Let me be involved until the end. Let me be with him, let me be with him.” (Participant H)

4.3.7.2 Sub-theme 7.2: Parents suggested that children should be supported during diversion programmes

In terms of parental involvement and support all participants alluded to the fact that it is very important for parents to play an active role in their children's lives thereby attending diversion programmes. Whilst acknowledging the need for increased parental involvement and supervision, parents felt that it was very imperative for them to support their children, thus they indicated that parents should be part of the diversion process right from the start throughout the entire process so that more impact is achieved (Els, 2012:98, Kleinhans, 2013:177). The assertions by participants' in this study is echoed by the findings of the above study. In terms of responsibilities, parents/guardians have to care for and support their children thereby providing for their physical and emotional needs in the form of shelter, nutrition, health, education, and safety (Meier & Marais, 2007:65). Parents have the right to be informed of their children's performance, progress and behaviour according to Section 32 (Schools act, No. 84, 1996) and they have the right to withhold the information of the child if it is against his/her best interest. Moreover, parents are also obligated to educate their children and failure thereof might lead into sanctions against them in terms of the above prescript. Parental support is key when children are in diversion programmes. In this study, such support is indicated by the following statements as indicated by the participants:

"We need to get involved in order to assist the child. When the child is wrong, we need not to let him go astray, we need to assist him." (Participant A)

"Parents take things for granted, they should be involved when their children are rehabilitated." (Participant J)

4.3.7.3 Sub-theme 7.3: Parents suggested that there should be specific sessions for parents

Parents suggested that there should be programmes that are specifically designed for parents. This is consistent with the findings of Mathibela (2014:127)'s study which indicates that parents felt that more parental groups that solely focus on parents are

needed. This storyline attest to what parents perceive crucial in terms of specific sessions for them:

“I don’t know I would have responded well, I suggest different sessions, thus specific programmes for parents. Some parents need training, designers of programmes should do that.” (Participant O)

Ward, Van der Merwe and Dawes (2013: 152) state that parents were involved in an educator-directed programme on child development, parent-effectiveness programme and Positive Parenting programme found that the said programmes were very worthwhile as they provided them with strategies towards their competence and confidence in raising children in a proper way. Providing the parents of children in conflict with the law with parent management training has shown to be effective and this generally involves such techniques as teaching parents how to focus attention on and reinforce positive prosocial behaviour, respond appropriately to antisocial acts, and improve their monitoring practices and ability to problem-solve around new child management problems.

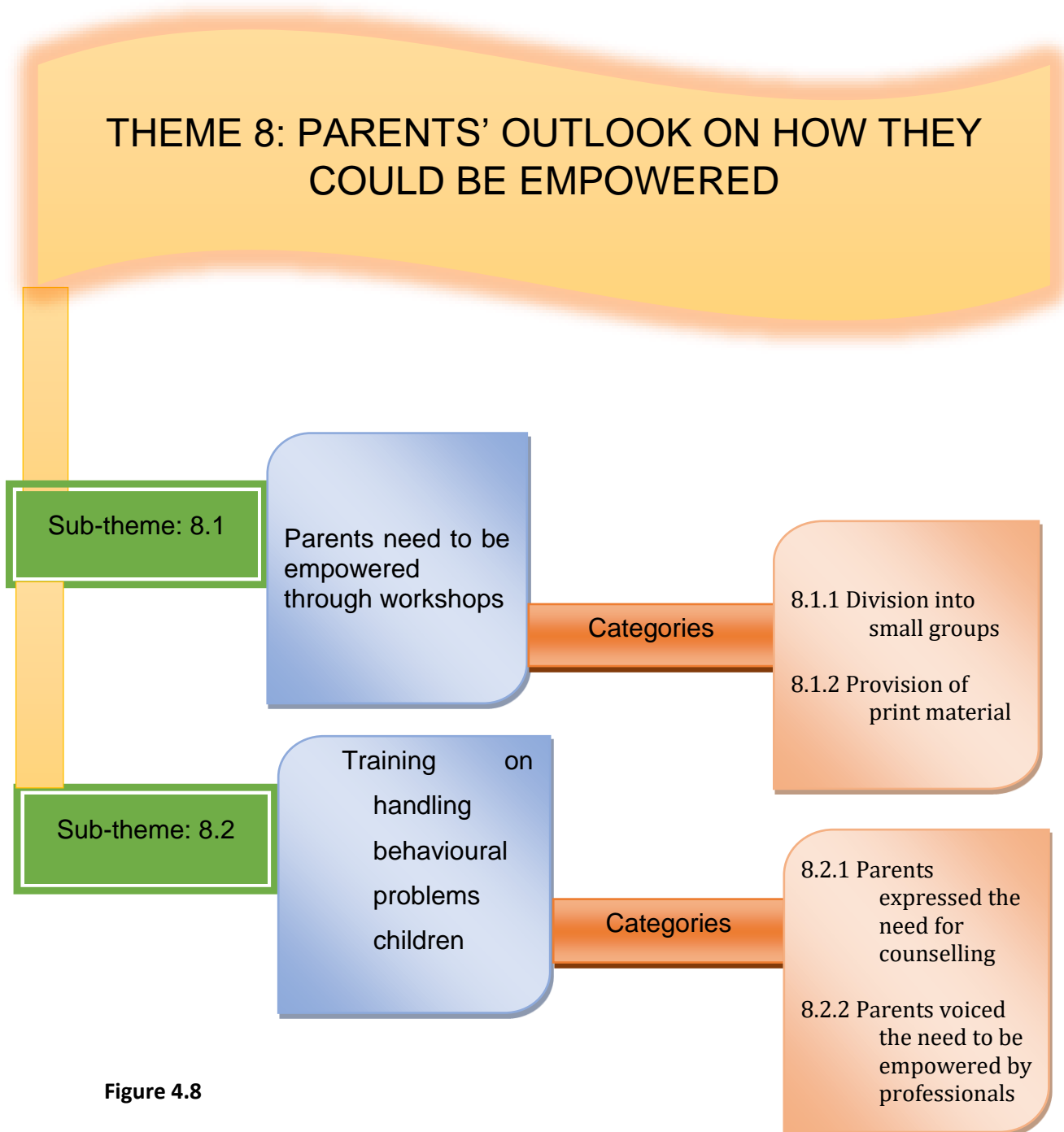


Figure 4.8

4.3.8 THEME 8: PARENTS' OUTLOOK ON HOW THEY COULD BE EMPOWERED

Participants were asked about how they could be empowered in order to cope while their children are engaged in diversion programmes. Most parents expressed the need to be trained and capacitated on how to deal with children who manifest behavioural problems. As a consequent, three sub-themes emerged and are discussed below.

4.3.8.1 Sub-theme 8.1: Parents need to be empowered through workshops

Parents suggested that there should be programmes that are specifically designed for parents. This is consistent with the findings of Mathibela (2014:127)'s study which indicates that parents felt that more parental groups that solely focus on parents are needed. Whereas parents fully concurred that there is a serious need for them to be empowered through workshops, they also expressed the need to be provided with books, manuals, policies, and legislations. For Ward et al. (2013:205), manuals for facilitators, and programme leaders and newsletters for organisations, families and community members may be helpful in terms of treatment commitment and encouraging multiple sectors to support and become actively involved in the programme. Once community leaders and parents are aware of the programme, they will support it by promoting the same goal and provide structural support they can (Ward et al., 2013:205). Parents need to be capacitated and trained by professionals in order to deal effectively with their children particularly after the diversion sessions are completed. This is supported by the below storyline:

“Ok, workshop us as parents then about what diversion is all about without children to have glimpse of it.” (Participant H)

Parent workshops have been used in both Britain and the United States to help parents learn more about working with their children and the major purpose of this approach is to provide parents with the model that will help them identify their child's particular developmental needs and ways in which they can be taught in everyday situations (McConkey, 1985:228). The findings of the current study are consistent with the above assertion as in the above except parents were forthright that they need to be empowered through workshops facilitated by professionals.

4.3.8.1.1 Category 8.1.1: Division into small groups

For the parental workshops to be effective, it is important to divide parents into small groups say a group of ten parents especially according to common problems. Each

group needs to have a facilitator that will facilitate group discussions. These groups will help parents provide their children's needs back at home and during these group discussions parents will be required to give feedback on the previous group sessions tasks and homework and in this regard discuss any difficulties encountered (McConkey,1985:228). The same author further indicates that the goal of this approach was that parents would internalize a teaching model for approaching their child's behaviour. In the context of the present study, parents expressed the need to be engaged in groups with the purpose to be reassured that their children will be rehabilitated and lead a normal life again. In this regard, facilitators as change agents need to be skilful in order to right the wrongs of the children.

McConkey (1985:193) further states that parents expect the facilitator to be an authority by virtue of the special knowledge and skills possessed. The findings show that the services need to be responsive to parents' support needs and importantly, therapists should be well trained in working with parents (Abdulla, 2019:357). This study is consistent with the findings of the current study as corroborated by the below storyline:

Participant I: Formulation of support groups, class of workshops and capacitate us on how to deal with children who manifest behavioural programmes.

Social interaction is key in that it develops social skills by encouraging adults and older persons to participate in a group setting where they learn to interact with each other and to adhere to the intervention structure and through group counselling, leadership, decision making, interpersonal adjustment, team- functioning and coping skills are built (Department of Social Development, 2015:40).

4.3.8.1.2 Category 8.1.2: Provision of print material

Provision of various print material in the form of manuals, books, and policies were highlighted as being very crucial in terms of empowering and capacitating parents as if they are just informed through a word of mouth they easily forget, however, if they

are in possession of print material they could always refer and consult at their convenient time. McConkey (1985:224) indicates that the therapist could prepare a brief information leaflet on the programme, giving details of the programme, what it involves, who it is for, the times and dates of the sessions and the names of the contact for further information. A feature or news item in the local paper or spot on local radio will help alert other interested parents McConkey, 1985:224). Participants expressed the need to be empowered through the provision of printed material and the below statement by one participant bears testimony:

“Provide us with manuals, books, policies and acts to be able to deal with children. We forget as parents when you just talk. When you provide us with books for reading I think it sounds good.” (Participant K)

4.3.8.2 Sub-theme 8.2: Training on handling behavioural problems children

A feature or news item in the local paper or spot on local radio will help alert other interested parents McConkey, 1985:224). Participants expressed the need to be empowered through the provision of printed material and the below statement by one participant bears testimony: Parenting is one of the toughest, demanding and challenging responsibilities and it is very tricky to parents who enter the world of parenting with little or no guidance as they use experience and error primarily in attempting to be effective parents (Martinez-Escudero, Villarego, Garcia & Garcia, 2020). The same authors further state that it is worthy to study the types of parental practices and values that actually promote the growth and development of children. The proclamation by the above authors is in agreement with the findings of the present study as outlined by participants during data collection:

“I should be capacitated to deal with the child in conflict with the law. I mean when the child has done wrong, I should be taught to handle a child in an appropriate manner although he is on the wrong side of the law.” (Participant A)

“Patience is key as this is a complex programme, communication and transparency, ja.” (Participant C)

Hubbard (1981) suggests that it is worthwhile to get behind any demonstrably effective programme that handles any potential threat to mankind and push. Mabelane (2014, 67) posits that lack of effective parenting skills might culminate in children following the same anti-social behaviour demonstrated by their parents. Four typologies of parenting are discussed as follows:

Authoritarian Parenting Style

- In authoritarian parenting style children are expected to follow the strict rules established by parents.
- Failure to comply with such rules usually results in punishment.
- Authoritarian parents fail to explain the reasoning behind these rules.

Authoritative Parenting Style

- Authoritative parenting style is more democratic.
- In authoritative parenting style, parents react to their children and want to hear questions.
- In this parenting style, when children fail to meet certain expectations, these parents nurture and forgive rather than punish.

Permissive Parenting Style

- Permissive parenting style is sometimes called lenient parenting style, thus parents are lenient towards their children.
- In permissive parenting style, parents rarely discipline their children because they have low expectations of maturity and self-control.
- Parents raise and communicate with their children often with more friendly status than parents.

Uninvolved Parenting Style

- Uninvolved parenting style is also called unattractive parenting style.
- This parenting style is characterized by low demands, low responsiveness, and minimal communication.
- Whilst these parents meet the basic needs of their children, they are cut off from the lives of their children.
- In extreme cases, these parents may reject or ignore the needs of their children.

The findings of Martinez-Escudero (2020:935)'s study revealed the following impacts of the above parenting styles typologies:

Authoritarian parenting style usually leads to children being obedient and experienced, but they are inferior to happiness, social competence, and self-concept. As for authoritative parenting style, it tends to result in children who are happy, capable and successful. Regarding the permissive parenting style, it results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Uninvolved parenting style rank across all life domains. Children in this parenting style tend to lack self-control, have low self-esteem and are less competent than their peers.

So, in this study parents expressed the need to be taught about the rightful parenting skills in order to deal effectively with their children as they manifest behavioural problems. It is on that basis that the four typologies of parenting styles were briefly unpacked as dealing with such children needs expertise knowledge. Thus, parents hinted on the fact that they require to be capacitated on how to deal with children who manifest behavioural problems. The findings in the study of Ward et al (2013:205) stress the incorporation of role models, or mentors to model and engage children in conflict with the law in supportive relationships.

In Cape Town, groups of parents, educators and children converged in parallel sessions through The Community Psychology Empowerment Services (COPES) project over the course of eight weeks and used video material as in the parenting programme, as well as locally developed materials aimed at teaching parenting skills, helping parents to be empathetic towards their children's behaviour, while the educator's groups aimed to teach them behaviour modification principles in order to set limit non-punitively, to assist educators in thinking critically in order to better understand the factors underlying disruptive behaviour and to help educators to lower their levels. Parents are often uncertain about their tasks as parents precisely because they are not trained (Ward et al, 2013:205). However, it should be noted that despite the fact that they are not trained to fulfil this important calling, most of them have important character and they are irreplaceable custodians in the lives of the child. In this study, as in other studies parents indicated their need and interest in terms of empowerment and capacity building in the following manner:

"Involvement in social work activities and assisted about how to deal with child with behavioural problems." (Participant J)

"As parents we need empowerment like I indicated before. There is no training to deal with behavioral problems. Parents need to be empowered through the programmes that are focused. These programmes should be also integrated at school." (Participant O).

In order to be effective and smart in dealing with children who show behavioural problems, parents need to be conversant with knowledge of child development programmes and this could only be possible through liaison with the Social Workers or the Probation Officers and these professionals should also be knowledgeable about child development level at a certain level, and in this regard as experts (Christensen & Moravcik, 1983:311). The same authors further contend that professionals' understanding of children and child development establishes them as something meaningful and allow them and

parents to meet each other on equal ground as parents bring knowledge of their child as unique human being, whereas, professionals bring their specialized theoretical knowledge of children in general. Thus, both parents and social work practitioners bring specialized information that will contribute immensely to their understanding and working with children.

The professionals' work with parents will be enhanced by the awareness their needs and problems as well as what parenting is like, it is easier to be sympathetic and supportive when you realized that being a parent in today's society is not an easy task for it involves a total, day-in day-out responsibility that is unrelenting and cannot be ignored or avoided (Feeney et al: 1983:312; Diamond, 2016:82).

The roles of parents have certainly changed. In the olden days, parents were only required to provide food, shelter, clothing and supervision to ensure children's well-being, however, nowadays parents need specialized skills to assist in their child's development (Feeney et al 1983:312; Diamond, 2016:82). Child rearing approaches have changed much as today's children have changed. The changes that are taking place due to infrastructural development warrants that new parenting skills should be developed and that is only going to be possible through vigorous professional intervention as parents alone cannot cope.

According to Gordon and Browne (2009:26) in America, parent education was acknowledged as a vital function of the school and led to the establishment of parent cooperative schools. According to Feeney et al (1983:320; Diamond, 2016:84). Probation Officers play an important role in encouraging and supporting the participation of parents in diversion programmes and involved parents can orient other parents, this in turn strengthen relationships. The studies by (Price, 2015:24) and Paul and Paul (2020:116) indicate that one of the fundamental errors for children in conflict with the law is wrong parenting, for this reason, there must be effective mechanism to train the parents in parenting skills. Price (2015:24) further adds that research consistently

identifies that young people who display anti-social behaviour and offending tendencies are likely to have a family history of the same. Loeber and Ttofi (2012) tabulate risk factors and protective factors that stem from the family level as follows:

Risk factors	Protective factors
<ul style="list-style-type: none"> • Poor parental supervision and monitoring 	<ul style="list-style-type: none"> • Parental warmth.
<ul style="list-style-type: none"> • Harsh or punitive discipline 	<ul style="list-style-type: none"> • Good parental supervision.
<ul style="list-style-type: none"> • Erratic or inconsistent discipline 	<ul style="list-style-type: none"> • The presence of a biological father.
<ul style="list-style-type: none"> • Neglecting or rejecting parental attitudes. 	<ul style="list-style-type: none"> • Parents who disapprove of anti-social behaviour.
<ul style="list-style-type: none"> • Parental discords, conflicts, and interpersonal violence. 	<ul style="list-style-type: none"> • High involvement in family activities.
<ul style="list-style-type: none"> • Parental difficulties (eg. Substance use/abuse, psychopathology, and criminal activities. 	
<ul style="list-style-type: none"> • Young mothers. 	
Large family size.	
<ul style="list-style-type: none"> • Marital disruption either through separation or divorce. 	
<ul style="list-style-type: none"> • Single parenting families. 	
<ul style="list-style-type: none"> • Low involvement of the child in family activities. 	
<ul style="list-style-type: none"> • Low affection and warmth. 	
<ul style="list-style-type: none"> • Lack of cohesion and poor communication. 	
High family stress.	

Consistent with the current study is the fact that some of both risk factors and protective factors although not all of them are found notably, the young mothers, single parenting, and inconsistent discipline in terms of risk factors and parental warmth, good parental supervision, attachment, and the presence of the biological father. On the other hand, it is bit contradictory in regard to the involvement of fathers as in the present study males were only three out of fifteen participants. However, findings in the current study indicate the importance of the involvement of both parents in the diversion of their children. Various research publications indicate that effective group discussions are vital as when people are engaged in group sessions, they are able to recognize the problem confronting them, able to describe it, discover intervention strategies/solutions, and enumerate the solution as well as the decision on the strategy to be implemented and plan of action in regard to the preferred strategy.

4.3.8.2.1 Category 8.2.1: Parents expressed the need for counselling

As part of their empowerment, parents consider counselling to be of great value as they are unable to cope with the behaviour of their children. An educational psychologist can provide an important service to parents who may need guidance on how to support their child and manage his/her behaviour (Kruger & Adams, 1998; Diamond, 2016:82). The same authors further alluded to the fact that sometimes a child's problem emanates in reaction to parent's problem. According to the Department of Social Development (2015:40), psychological services is provided by probation officers/social workers to meet the psychological needs of the individual. Consistently, one parents has this to say during the data collection:

“I need advice, I need to be advised as I'm still hurting, I need, the services offered to people who are unable to cope”. (Participant D)

4.3.8.2.2 Category 8.2.2: Parents voiced the need to be empowered by professionals

The findings of Abdulla's (2019:352) study reveal that parents experienced various challenges which required practical support from professionals. Steadily, even in this study participants expressed a need to be empowered by professionals as corroborated by the following statements by participants:

Participant J: *Involvement in social work activities and assisted about how to deal with child with behavioural problems.*

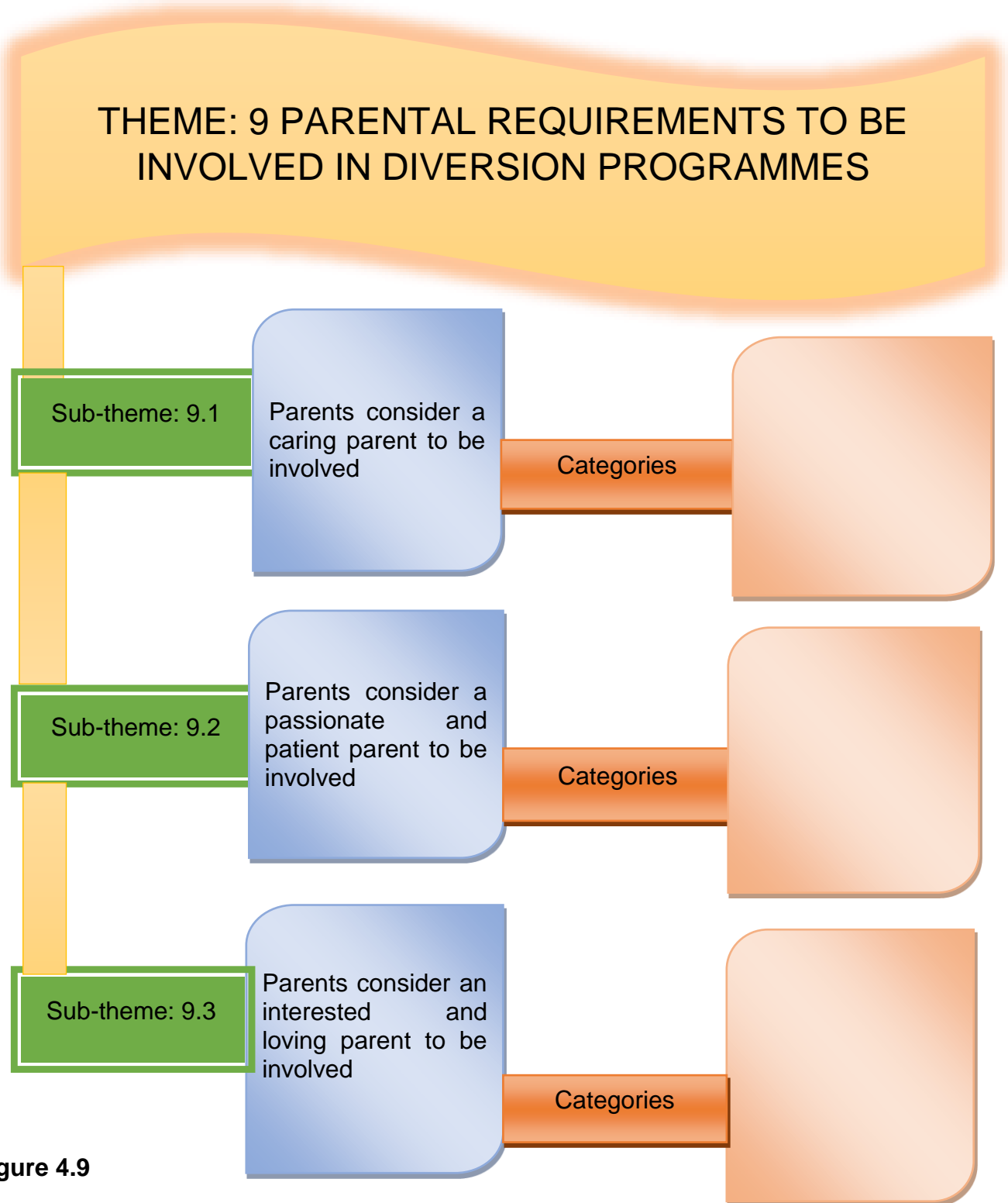
"As parents, we need empowerment like I indicated before. There is no training to deal with behavioral problems. Parents need to be empowered through the programmes that are focused. These programmes should be also integrated at school." (Participant O)

4.3.8.3 Sub-theme 8.3: Formulation of membership and support clubs.

The findings of Abdulla's (2019:352) study reveal that parents experienced various challenges which required practical support from professionals. Interpersonal programmes that aim to change behaviour of those in the child's immediate environment e.g. parents, siblings, relatives, and so forth, this strong partnership will facilitate more support for and sustainability of the diversion programmes (Ward et al, 2013: 189).

"Formulation of support groups, class of workshops and capacitate us on how to deal with children who manifest behavioural programmes." (Participant I)

Provide us with manuals, books, policies and acts to be able to deal with children. We forget as parents when you just talk. When you provide us with books for reading I think it sounds good.

**Figure 4.9**

4.3.9 THEME 9: PARENTAL REQUIREMENTS TO BE INVOLVED IN DIVERSION PROGRAMMES

Participants were asked the types of parents who could be involved in the implementation of diversion programmes. They responded by providing various parental requirements which are shown in three sub-themes as depicted in figure 4.2 corroborated by participants' narratives.

4.3.9.1 Sub-theme 9.1: Parents consider a caring parent to be involved

A caring parent who is not judgmental in nature can make a significant contribution to the successful implementation of diversion programmes. For Gordon and Browne (2009:59), children who receive good quality care have better social and cognitive skills. The same authors indicate that a team of professionals work together with parents to enhance each child's progress. For Meier and Marais (2007:64, parents have rights and obligations in terms of guiding, caring and educating their children and they are also agents and legal guardians who act for and on behalf of their children.

"I can put it in this way, when children are to go to the programme parents should accompany the child to ensure if the child indeed went there. You need to show that you are caring for the child." (Participant G)

"Eagerness to be taught and guided. Importantly, it is time to be able to attend to your child. You need to be prepared to assist your child, thus you must give yourself time. You need to have interest of caring for the child." (Participant I)

4.3.9.2 Sub-theme 9.2: Parents consider a passionate and patient parent to be involved

Other key ingredients that were considered crucial in terms of parental requirements were passion and patience. Parent-child relationship is interdependent. Parent-child interactions are basic importance because this is usually one's first contact with another person (Baron, Byrne & Branscombe, 2006:297). The behaviour of a child is

somehow influenced in a variety of positive and negative ways by family members, be it by siblings, parents, grandparents and so forth. Although children come across various socialization agents such as peers, teachers, community members, media and others parents remain the most important agent of socialization by virtue of attachment. The current study is consistent with the assertions by the above authors and is corroborated by the following Participants' chronicles:

“Patience is key as this is a complex programme, communication and transparency, ja.”(Participant C)

“You need to be passionate about working with children not anger. You need to have love for children. You must have passion to up-bring them.” (Participant O)

4.3.9.3 Sub-theme 9.3: Parents consider an interested and loving parent to be involved

Interested and loving parents were also seen as prospective partners that can add value in the effectiveness of the diversion programmes. Children who are reared in family environments characterized by unsupportive parenting, including authoritarian parenting, low levels of positive reinforcement, problem solving, involvement, monitoring and cognitive simulation, are identified as high risk for the development of anti-social behaviour '(Ward et al., 2013:66). Children who grew in an unpleasant atmosphere are dangerous to themselves and others. In fact, it is unlikely for a child to do well in all spheres of life without love, most of the children who end up living in/ on the streets are the product of hostile environment or who lack the sense of belonging in terms of the circle of courage.

Children are very delicate; they need love and warmth as if you neglect them they resort to street life. Children's view of the world is quite different from that of an adult and they learn from firsthand information (Gordon & Browne, 2009:16). The findings of this study revealed the types of parents who should be party to diversion as alluded by the following participants' accounts:

“Requirements? Firstly, I think the parent should be patient, understanding and listening. The parent must ask questions. Clarity seeking questions. This issue needs joints venture. We need to hold hands.” (Participant H)

Eagerness to be taught and guided. Importantly, it is time to be able to attend to your child. You need to be prepared to assist your child, thus you must give yourself time. You need to have interest of caring for the child. (Participant I)

On a different note, participant J indicated the following:

Be concerned about children generally, know your children and their friends. (Participant J)

Conclusion

The findings of this study present a succinct evaluation of the present status quo on parental participation in the implementation of diversion programmes. On the basis of these findings and the fact that there is no clear models and measurement, programme planners, researchers, policy developers, government, and institutions of higher learning are advised to advance the development of programmes that offer direct parents’ participation which is mandatory.

CHAPTER 5

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purposes of this study were twofold, thus, to develop an in-depth understanding of parents' participation in the implementation of diversion programmes and to proffer suggestions on how to engage parents' participation in the implementation of diversion programmes. The researcher established that there is paucity of literature in terms of parents' participation in the implementation of diversion programmes.

5.2 Summary regarding the previous chapters

Chapter One outlined a detailed background of the study on parents' participation in the implementation of diversion programmes. The problem statement, and rationale for the study were also presented. The research questions, purposes, and objectives which steered the study were also outlined.

In chapter two, the researcher discussed at length the literature review relevant to the study covering the following, the origin of diversion globally, the origin of diversion in South Africa, the purpose of diversion, levels of diversion, successes and challenges of diversion, types of diversion, parents as a major stakeholder in diversion, the importance of involvement of parents in diversion, benefits of diversion, roles of various stakeholders in diversion and how diversion could be improved.

In chapter three, the researcher outlined comprehensively how the qualitative methodological approach was applied in the study as well as the goals and the objectives of the study were framed. A qualitative research approach that is drenched from explorative-descriptive-contextual and phenomenological design was employed. Data were arranged through the compilation of interview guide questions which were tested through pilot testing which took place prior the actual data collection with the purpose to assess the relevance of the interview guide questions to the study and also to effect changes and corrections where necessary.

In chapter four, the researcher discussed the study's findings in terms of the responses obtained from participants as per interview guide questions. Collected data were analyzed by the researcher under the guidance of the promoter. Through data analysis, nine themes, 26 sub-themes and four categories emerged. Findings were presented through comparing and contrasting participants' narratives from data transcription with the relevant literature.

5.3 Summaries, conclusions, and recommendations of the research study

5.3.1 Summary and conclusions in respect of the entire research processes

A qualitative research that is steeped in exploratory-descriptive-contextual and phenomenological design was selected in trying to respond to main research questions. The researcher managed to develop an in-depth understanding of parents' participation in the implementation of diversion programmes. The researcher sought answers to the following questions which stemmed from the topic:

- How are parents participating in diversion programmes?
- What are suggestions for parents' participation in diversion programmes?

The goals of the study were twofold just like the research questions; thus, they were:

- To develop an in-depth understanding on parents' participation in diversion programmes.
- To proffer suggestions on how to engage in diversion programmes.

Following hereunder are the objectives of the study:

- To explore parents' participation in diversion programmes and suggestions on how to engage parents' participation in diversion programmes.
- To describe as findings parents' participation in diversion programmes.
- To draw conclusions about parents' participation in diversion programmes and make recommendations to probation practice offering suggestions on how to engage parents' participation in diversion programmes.

5.3.2 Summary and conclusions in relation to research findings

The following nine themes emanated from the study:

- Parents' views regarding children in conflict with the law.
- Parents' feelings regarding children in conflict with the law.
- Parents' anticipated future with their children.
- Parents' version of their challenges when their children are engaged in diversion programmes.
- Parents' indulgence of their involvement in diversion programmes.
- Parents' understanding of their roles and responsibilities in diversion programmes.
- Parents' proffered suggestions on their participation in diversion programmes.
- Parents' outlook on how they could be empowered.
- Parental requirements to be involved in diversion programmes.

5.3.2.1 Theme 1: Parents' views regarding children in conflict with the law.

Participants displayed signs of discomfort for being parents of children in conflict with the law to the effect that they blamed themselves and regarded themselves as failures in terms of upbringing their own children. What bothered them was the fact that the community members and their neighbours viewed them as being responsible for the behaviour of their children and stigmatization and labeling affect them negatively. Parents expressed how tough it is to have a child in conflict with the law. Considering

participants' views, inferences can be drawn that parents found themselves between the rock and the hard place. Participants appeared to be struggling to come to terms with what their children have put them into. Parents shared light on how they were victimized and stigmatized by their neighbours and the community and how their safety and the safety of their children were at risk.

5.3.2.2 Theme 2: Parents' feelings regarding children in conflict with the law.

Parents manifested various feelings of discomfort due to the behaviour of their children. Participants also shared that their dignity have been lowered. Parents expressed how they were shocked and disbelieved that their children will one day be on the wrong side of the law, more so because as children they were never involved in criminal activities or the behaviour that was questionable.

5.3.2.3 Theme 3: Parents' anticipated future with their children.

Participants expressed that as parents they aspired to see their children reaching their goals and refraining from criminal activities. Although their children have clashed with the law, parents still hoped that with time they will change and lead normal life. Parents aspired that their children would succeed in life and achieve great things.

5.3.2.4 Theme 4: Parents' version of their challenges when their children are engaged in diversion programmes.

According to the findings parents alluded that when their children are engaged in diversion programmes, they are confronted with various challenges. Parents hinted on the issue of the burden their children's engagement in diversion brought in terms of finance as they were expected to make transport provision for themselves and their children. Another, impediment they came across was in regard to time factor as they had to abandon their work in order to accompany their children to the diversion programme. Absence from work was also remarked as a serious challenge as parents had to risk their employment in favour of putting the interest of their children first. Thus,

the findings revealed how participants' absence from work could put their employment into jeopardy.

5.3.2.5 Theme 5: Parents' indulgence of their involvement in diversion programmes.

Parents understood that their involvement is crucial as when engaged with strangers, children's self-disclosure is very low. The study's findings revealed that the issue of parental involvement in diversion programmes of their children is more often preached by professionals, however, they acknowledged their involvement is very important. The study further discovered how partnership with parents can progress successfully and be sustainable.

5.3.2.6 Theme 6: Parents' understanding of their roles and responsibilities in diversion programmes

Parents showed that their role was that of support structure when their children are engaged in diversion programmes. They indicated that children are at ease when they are being supported and the level of self-disclosure among children is high based on the fact that parents reveal important hidden information that assist in the proper implementation of the programmes.

5.3.2.7 Theme 7: Parents' proffered suggestions on their participation in diversion programmes

There is considerable evidence that emanated from this study which suggested parents' willingness to be involved on one to one basis and in groups when their children are engaged in diversion programmes. The findings revealed that parents should be engaged in diversion programmes and that children should be fully supported while engaged in diversion programmes. Participants also suggested that there should be specific sessions for parents in order to be capacitated to deal with children who show behavioural problems.

5.3.2.8 Theme 8: Parents' outlook on how they could be empowered.

From this study's findings, parents showed eagerness in attending workshops organized and facilitated by probation officers and other relevant professional with the view to empower them on how to deal with children in conflict with the law in a manner that is consistent with their age as well as in accordance with the prescripts that govern children matters. Participants also remarked that on-going support groups will augment their active involvement in the implementation of diversion programmes. Moreover, the findings revealed that parents' lack of knowledge in dealing with children who are in conflict with the law complicated the proper implementation of diversion programmes. The findings also uncovered that although parents are eager to assist and support their children during diversion programme, they are blocked by being not skilful as this task demands expertise knowledge. It was on this basis that parents requested to be empowered and capacitated in various ways pertinent to dealing with children in conflict with the law. The findings further discovered various amenities in which parents needed to be capacitated about and include the following:

- Empowerment regarding effective parenting skills.
- Empowerment through provision of books, policy documents and legislations.
- Empowerment through establishment of specific programmes for parents.
- Empowerment through development of parental clubs and groups.

5.3.2.9 Theme 9: Parental requirements to be involved in diversion programmes.

The findings indicate that parents are more concerned about the plight of their children in that they provided warmth and love. Participants also hinted on the types of parents who should be involved in diversion programmes as parenthood is a very challenging, demanding and complex responsibility particularly for beginners in parenting. In this regard, the findings revealed that a caring parent, a passionate parent and a parent who is interested in the welfare and wellbeing of a child should be allowed to participate in the implementation of diversion programmes. On the contrary, one

participant alluded that every parent should be allowed to participate in the implementation of diversion programmes.

5.3.3 Summary and conclusions regarding the research study

In view of the study's findings and the research processes, the researcher came up with the following recommendations for, probation practice, policy, institutions of higher learning, government, stakeholders, and future research.

5.3.3.1 Recommendations for probation practice

- No problem is identical to the other one, therefore, a blanket approach has no space in terms of children in conflict with the law. Risk-Need- Responsivity model is best suited in the context of this study as each child, parent, and family has his/her/its own challenges, therefore, intervention should be in accordance with the needs or risks of each individual/family. Probation officers should involve parents throughout the entire diversion programme in order for them to be able to monitor and support their children at home even after disengagement from the programme.
- Specific programmes need to be developed in order to address the needs of children in conflict with the law. The programmes should entail supporting parents in all diversion processes while their children are engaged in such programmes. On the basis of the findings of the study, parental involvement is key in the entire diversion processes.
- Probation officers are specialists, as a consequent, there should be a clear defined structure for probation service as the current set up is that these specialists are being supervised by non-specialists, this is an absolute disservice.

5.3.3.2 Recommendations for policy

- Parenting is a demanding role and if done inappropriately might cause more harm than good as damaging the self-esteem of a child takes a few minutes whilst restoring it demands a series of sessions. It is on this basis of the research findings that there is a serious need for the development of a policy on parents' participation in the implementation of diversion programmes.

5.3.3.3 Recommendations for institutions of higher learning

- Social work curriculum should be expanded thereby providing a module which is compressive and covers effective parenting skills aimed at equipping probation officers with relevant skills to ensure that they in turn capacitate parents about the same.
- Institutions of higher learning should also introduce a course package and reorientation programme specifically for dealing with children in conflict with the law.

5.3.3.4 Recommendations for government

- Transport challenge is complicating the implementation of diversion programmes, therefore, it is strongly recommended that government make a provision for transport especially for the needy and the poor. That could be done through means test in order for the deserving families to be catered for.
- In order to avoid complications, government should ensure that diversion services are rendered in the same locality where the child in conflict with the law resides.
- The government should ensure that the attendance of diversion programme by parents is mandatory.

- Lastly, the government should speedily implement specialty in probation as a matter of extreme urgency for effective implementation of diversion programmes thereby costing and budgeting for proper implementation thereof.

5.3.3.5 Recommendations for stakeholders

- Dealing with children in conflict with the law is a contagious, complex and difficult scenario, therefore, it needs various stakeholders and community structures to join hands. Teamwork is crucial, for that reason, it is strongly recommended that community based organization, faith based organisations, civic structures, development structures and many others join hands and rally behind children as they are our country's future. Thus, through collaborative efforts, support structures can deal with the problem at hand without hassles.
- Probation officers should encourage parents to make partnership with various stakeholders and work as a collective in addressing the issue of children in conflict with the law.

5.3.3.6 Recommendations for future research

- This study was conducted in Vhembe Districts and it was only limited to participants who are only conversant in English and Tshivenda, as such, more research could be expanded to other parts of the province and the country at large in order to get abundant understanding of the phenomenon under investigation.
- Research should be conducted to interrogate the challenges experienced by parents of children in conflict with the law.
- There is also a serious need to embark on a research study that will develop a policy guidelines for parents' participation in the implementation of diversion programmes.

5.4 Value and limitations of the study

This study has contributed immensely to the gap in literature pertaining to parents' participation in the implementation of diversion programmes. Interestingly, the study's findings have demonstrated that participants were afforded an opportunity to proffer suggestions on how they could be involved in the implementation of diversion programmes. Another important value which emanated from this study is that it will serve as a foundation for the researcher when embarking on the development of policy and practice guidelines for parents' participation in the implementation of diversion programmes as his doctoral topic after this academic expedition. Equally, there is no zero point of limitations in the context of this study. During data collection, the situation went volatile when one participant's husband interrupted and disturbed the interview after just ten minutes of the interview. Covid 19 also had an impact as the researcher could not work according to his initial plan. Furthermore, the research study was only confined to Vhembe District and participants were restricted to only those who were proficient in English and Tshivenda. If this study could be expanded to other areas different conclusions might be arrived at.

5.5 Achievement of purposes and objectives

Purposes and objectives	How they were achieved
Purposes <ul style="list-style-type: none"> To develop an in-depth understanding of parents' participation in the implementation of diversion programmes. To proffer suggestions on how to engage parents' participation in the in diversion programmes. 	The purposes of the study were achieved through the setting of the overarching objectives of the study, and credible data provided by the participants augmented by relevant literature.
Objectives <ul style="list-style-type: none"> To explore parents' participation in diversion programmes and 	The objectives of the study were achieved by the themes, sub-themes and categories that emerged from the

<p>suggestions on how to engage them as participants in diversion programmes.</p> <ul style="list-style-type: none"> • To describe as findings parents' participation in diversion programmes and suggestions on how to engage parents as participants in diversion programmes. • To draw conclusions about parents' participation in diversion programmes and make recommendation to probation practice offering suggestions on how to engage parents as participants in diversion programmes. 	<p>study as well as the excerpts by the participants supported by relevant literature.</p>
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The major questions were to ascertain how parents are participating, and what are the suggestions for engaging parents in diversion programmes? Indeed, the questions were answered through participants' responses which were accumulated from face to face in-depth interview conducted by the researcher and the extracts from participants.

5.6 Conclusion

Parenting is a demanding responsibility. Although parents/guardians are required to support children during trial in terms of Child Justice Act, such requirements were never escalated to diversion. It is evident from the findings that parents showed willingness to be involved in the implementation of diversion programmes and interestingly also displayed interest to be empowered and capacitated in order to add immense value in diversion programmes. It is thus hoped that the findings of this study will contribute significantly in terms of understanding of parental participation in the

implementation of diversion programmes. Additionally, the study will also close the literature gap. It is an irrefutable point that this study justified the seriousness of the need to develop policy guidelines for parental involvement/ participation in the implementation of diversion programmes. In spite of the fact that this study's findings are by far insufficient to generalize, they however, do indicate fairly that parents need to be engaged and their engagement should be legislated so that such participation could be obligatory.

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ADDENDA

ADDENDUM A 1

INTERVIEW GUIDE

- How is it for you to have a child that is in conflict with the law? What feelings do you experience about the fact that you have a child that is in conflict with the law?
- How long has your child been engaged in diversion programmes?
- How was your relationship with the child prior to her/his engagement in diversion programmes?
- How do you view the future with the child in conflict with the law?
- What is your understanding of the diversion programme you and your child conflict with the law should engage in?
- What do you understand as the roles and responsibilities of parents within the diversion programmes?
- What were the challenges for you as parent when your child entered the diversion programme?
- How were the challenges addressed?
- What made it difficult for you for as a parent to get involved in the diversion programme?
- What made it easy for you as a parent to engage in the diversion programme?
- What suggestions do you for getting parents involved as partners in the implementation of diversion programmes for children in conflict with the law?
- How should you as a parent be empowered in terms of being participant in the diversion programmes?

- What is required for parents as partners to be effective role players in the diversion programmes for children in conflict with the law?

ADDENDUM A 2

BIOGRAPHICAL DETAILS AND QUESTIONS TO BE ASKED (TSHIVENDA VERSION)

Biographical details:

- Mbeu
- Minwaha yavho ndi mingana?
- Vha wa murafho ufho?
- Lutendo/vhurereli lwavho ndi lufho?
- Pfunzo dzavho dza nthesa ndi dzifho?
- Vho mala/malwa naa?

Questions related to the topic are as follows:

- Zwi hani u vha na nwana are na khakhathi na mulayo? Vhudipfi havho ndi vhufho sa mubebi are na nwana are na khakhathi na mulayo?
- Nwana wavho u na tshifhinga tshi ngafhani dzhenelela kha dziphurogireme dza u lulamisa vhana?
- Vho vha vhe na vhushaka de na nwana phanda ha musi a saathu u dzheniswa kha phurogireme ya u lulamisa vhana?
- Vha na bono de kha vhumatshelo ha nwana are na khakhathi na mulayo?
- Vha na kupfesesele de kha uri vhone na nwana vha fanela u vha na vhutumani zwi tshi kwama phurogireme dza u lulamisa vhana?
- Vha pfesesa mini kha tshitenwa na vhudifhinduleli ha mubebi kha phurogireme dza u lulamisa vhana?
- Vho tangana na thaidzo dzifho musi nwana wavho o dzheniswa kha phurogireme ya u lulamisa vhana?
- Idzo thaidzo vho dzi tandulula hani?

- Vho kondelwa nga mini sa mubebi u dzhenelela kha phurogireme ya u lulamisa vhana?
- Vho lelutshelwa nga mini sa mubebi u dzhenelela kha phurogireme ya u lulamisa vhana?
- Vha na tsivhudzo de uri vhabebi vha vhana vhare na khakhathi na mulayo vha vhe mirado musi vhana vha tshi lulamisiwa?
- Vha vhona unga sa mubebi vha nga maandavhazwa nga ndila de u dzhenelela kha phurogireme dza u lulamisa vhana?
- Thodea dza mubebi ndi dzifhio uri a dzhenelele o tou fombe kha phurogireme dza u lulamisa vhana?



Addendum B

A LETTER REQUESTING THE INDIVIDUAL'S PARTICIPATION IN THE RESEARCH PROJECT

Dear Prospective Participant

I am Mashamba Magala Erick, a postgraduate student in the Department of Social Work at the University of South Africa. This study is conducted in fulfilment of the Master's Degree in Social Work.

Research Title: Parents' participation in the implementation of diversion programmes: Suggestions for probation practice. The area of study is Vhembe District. Participants will be drawn purposefully from the Department of Social Development.

The purpose of the research is to develop an in-depth understanding of parents as participants in the implementation of diversion programmes.

In view of the fact that you are well-informed about the topic and that you are involved in rendering diversion, I therefore, request you to participate in this study.

30-40 Minutes of your time is requested for an interview using an audio recorder. This could be possible if you sign the consent form to participate in the study. Field notes shall also be taken to record your responses. The following open ended questions are asked to gather in-depth information:

- How is it for you to have a child that is in conflict with the law? What feelings do you experience about the fact that you have a child that is in conflict with the law?
- How was your relationship with the child prior to her/his engagement in diversion programmes?
- How do you view the future with the child in conflict with the law?
- What is your understanding of the diversion programme you and your child child in conflict with the law should engage?
- What do you understand as the roles and responsibilities of parents within the diversion programmes?
- What were the challenges for you as parent when your child entered the diversion programme?

- How were the challenges addressed?
- What made it difficult for you for as a parent to get involved in the diversion programme?
- What made it easy for you as a parent to engage in the diversion programme?
- What suggestions do you for getting parents involved as partners in the implementation of diversion programmes for children in conflict with the law?
- How should you as a parent be empowered in terms of being participant in the diversion programmes?
- What is required for parents as partners to be effective role players in the diversion programmes for children in conflict with the law?

The research results will be presented to UNISA in a report format and also published in a professional journal. The researcher will protect the identity of research participants to ensure their anonymity in all research written reports and no information will be divulged that might temper with participants' privacy and confidentiality. Participants may withdraw freely if they so wish. Participants are requested to provide answers freely and to the best of their abilities

Thanking you in anticipation

Mashamba Magala Erick

Researcher



Addendum C

INFORMED CONSENT BY PARTICIPANT IN THE STUDY

I volunteer to participate in a research project conducted by Mashamba Magala Erick, a student at UNISA. I understand that the project is designed to gather information on Parents as participants in the implementation of diversion programmes: Suggestions for probation practice.

As an informed participant of this research study, I understand that:

1. My participation is voluntary and I am free to withdraw from the research study at any time and without giving a reason and without cost.
2. During this interview, notes will be taken and the interviews recorded for transcription by the external coder. This means that Mashamba Magala Erick will take notes pertinent to the interview.
3. All data will be stored anonymously once it has been collected. This means that it will be impossible to trace information about me.
4. All information appearing in the final report will be anonymous. This means there will be nothing that will enable people to work out what I said.
5. This research has been approved by the Social Work Research Ethics Committee. This means it has been approved by a panel of professionals to make sure it meets high standard of professionalism.
6. All my questions about the study have been satisfactorily answered and I am aware of what my participation implies.
7. Mashamba Magala Erick will treat my participation in this study into utmost confidentiality and that anything I say in the interview will be treated confidentiality,

unless convinces Mashamba Magala Erick to believe that my safety and my reputation are in danger. In this case he will be unable to keep this information confidential. If this happens he will inform me that he will have to share that information because of his concern for my welfare.

8. I understand that I will be given a copy of the consent form.

I have read and understood the provided information, and agree to take part in this study:

Participant's Signature: _____

Date: _____

I have explained the above and answered all questions asked by the participant.

Researcher's Signature: _____

Date: _____

CONSENT FORM REQUESTING PERMISSION TO PUBLISH INFORMATION

As part of this project, I have made an audio-recording of you. I would like you to indicate (with ticks in the appropriate blocks next to each statement below) what uses of these records you are willing to consent to. This is completely up to you; you are not coerced to give consent. I will use the records only in ways that you agree to. In any of these records, confidentiality will be ensured that is your names will not be identified.	Place a tick [✓] next to the use of the record you consent to
The records can be studied by the research team and quotations from the transcripts made of the recordings can be used in the research report.	
The quotations from the transcripts made of the recordings can be used for scientific publications and/or meetings.	
Other researchers can use the written transcripts and/or records	
The records and quotations from the transcripts made of the recordings can be shown/used in public presentations to non-scientific groups.	
The records can be used on television or radio.	
 _____ Signature of participant	 _____ Date



Addendum E

STATEMENT AND DECLARATION

STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

I,, declare that I have explained the information given in this document to _____ (name of participant);

he was encouraged and given ample time to ask me any questions; this conversation was conducted in English and or my vernacular.

Signed at _____ on _____ 20_____

..... (place)(date)

Signature of investigator/representative

Signature of witness



Addendum F

RESEACHER ACKNOWLEDGEMENT

Hereby, I Magala Erick Mashamba Student No: 36496081 in my personal capacity as a researcher, acknowledge that I am aware and familiar with the stipulations and contents of the

- Unisa Research Policy
- Unisa Ethics Committee
- Unisa IP Policy

And that I shall conform and abide by these policy requirements

A handwritten signature in blue ink, which appears to read "Magala Erick Mashamba", is written over a horizontal line.

Signed: _____

Date: 17/12/2020

ADDENDUM G

ETHICAL APPROVAL CERTIFICATE



SOCIAL WORK RESEARCH ETHICS COMMITTEE (SWREC)

Date: 10 January 2020

Dear Mr ME Mashamba

DECISION:
Ethics approval from 10 January 2020 to 10 January 2021

SWREC Reference #: 2020-SWREC-36496081
Name: Mr ME Mashamba
Student #: 36496081
Staff #: NA

Researcher(s): Name: Mr ME Mashamba
Contact details: 36496081@mylife.unisa.ac.za; 079 4902 0662

Supervisor(s): Name: Dr KJ Malesa
Contact details: maleskj@unisa.ac.za; (012) 429 4780

Title of research:

Parent's participation in the implementation of diversion programmes: Suggestions for probation practice

Qualification: Master of Social Work (MSW)

Thank you for the application for research ethics clearance by the Social Work Research Ethics Committee (SWREC) for the above mentioned research. Ethics approval has been granted effective from **10 January 2020**.

The following are standards requirements attached to all approval of all studies:

1. Approval will be for a period of twelve months from the date of issue of the certificate. At the end of this period, if the study has been completed, abandoned, discontinued or not completed for any reason you are required to submit a report on the project. If you complete the work earlier than you had planned, you must submit a report as soon as the work is completed. Reporting template can be requested from the SWREC administrator on radebn1@unisa.ac.za
2. However, at the **end of 12 months' period** if the study is still current, you should instead submit an application for renewal of the approval.
3. Please remember that you must notify the committee in writing regarding any amendments to the study.
4. You must notify the committee immediately in the event of any adverse effects on participants or any unforeseen event that might affect continued ethical acceptability of the study.
5. At all times you are responsible for the ethical conduct of your research in accordance with the SWREC standard operating procedures, terms of references, National Health Research Council (NHREC) and university guidelines.

Yours sincerely


Dr KJ Malesa
Chairperson of SWREC
Email: maleskj@unisa.ac.za
Tel No.: (012) 429 4780



ADDENDUM H: EDITOR'S ACKNOWLEDGEMENT LETTER

SCHOOL OF HUMAN AND SOCIAL SCIENCES

Department of English

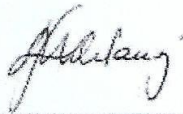
Univen

17 December 2020

To whom it may concern**Re: Confirmation of editing and proof reading**

This is to confirm that a **Master of Social Work** thesis entitled *Parents' Participation in The Implementation of Diversion Programmes: Suggestions for Probation Practice*, submitted to me for editing and proof reading by **MAGALA ERICK MASHAMBA**, was edited and proof read for glaring language errors.

Sincerely,



Dr LMP Mulaudzi



University of Venda

UNIVERSITY OF VENDA

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E-mail: Lindiwe.Mulaudzi@univen.ac.za

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ADDENDUM I: TURNITIN REPORT

PARENTS' PARTICIPATION IN THE IMPLEMENTATION OF DIVERSION PROGRAMES: SUGGESTIONS FOR PROBATION PRACTICE

ORIGINALITY REPORT

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